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ABSTRACT

This curriculum guide contains materials for use in conducting a bilingual community school program in nutrition education for Hispanic youth and adults. Topics covered in the lessons include food choice, nutrients, nutrition, food groups, meal planning, and shopping. Provided first are separate matrices for six lessons geared to young adolescents and for six lessons geared toward adults. Each matrix contains concepts, competencies, and terminal performance objectives as well as a list of resources. Presented next are the 12 lessons of the course, each of which includes lists of competencies, terminal performance objectives, instructor performance objectives, learning strategies, and instructional resources. Included in appendices to the lessons are some or all of the following bilingual instructional materials: worksheets, recipes, discussion questions, charts, information sheets, and instruction sheets. (MN)

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A BILINGUAL COMMUNITY SCHOOL PROGRAM
IN NUTRITION EDUCATION
FOR HISPANIC YOUTH AND ADULTS
AN EXEMPLARY PROGRAM

(Final Product of Project # 1-3D31)

Prepared by:

Myrna P. Crabtree, Director

Mary Ann Mireles, Coordinator

CE 034 255

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NATIONAL INSTITUTE OF EDUCATION
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A BILINGUAL COMMUNITY SCHOOL PROGRAM IN NUTRITION EDUCATION
FOR HISPANIC YOUTH AND ADULTS
AN EXEMPLARY PROGRAM

Table of Contents

PART I

Page

FOREWORD. vii

INTRODUCTION. ix

ACKNOWLEDGMENTS xi

APPENDICES. xiii
  Letters to Parents xv
  Participants xix
  Class Evaluation Forms xxi
  Teachers' Comments xxiii

PART II

MATRICES FOR SIX LESSONS IN NUTRITION EDUCATION 5

NUTRITION EDUCATION LESSONS 27

APPENDICES FOR LESSONS 95

BIBLIOGRAPHY. 214

PART ONE

FOREWORD

This publication is the final product resulting from a Florida Department of Education funded project # 1-3D31. The Grant was provided by the Division of Vocational Education under Sub Part 5 of the Vocational Education Amendments of 1976. The project is entitled: A Community School Program in Nutrition Education for Persons of Limited English Speaking Ability in an Urban Setting.

The project was Directed by Dr. Myrna P. Crabtree and activities were coordinated by Mrs. Mary Ann Mireles. The project was carried out by Florida International University. The purposes of the project were to: (1) Provide an innovative prototype for a nutrition education program for youth and adults who are limited in English-speaking ability in urban settings; and, (2) Adapt and develop suitable learning materials for the target population which could be modified for other groups.

Specific objectives of the project were to:

1. Identify nutritional problems of youth and adults in the population to be involved.
2. Develop teaching/learning strategies that will involve families and have impact on practices related to nutrition.
3. Develop and adapt available nutrition education materials for youth and adults to be utilized for instruction with persons of limited English-speaking ability in urban settings.
4. Develop outreach school-community activities that will encourage participation of youth and parents who are reluctant to become involved in more formal settings.

There were four major phases of the project:

1. Selection of the exemplary nutrition education program team: A Home Economics bilingual teacher of adults, a Home Economics bilingual teacher of adolescents, a Home Economics teacher/connector with the community school; and identification of the early adolescents and adult participants.
2. Review of instructional materials and literature related to nutrition education for Hispanic persons of limited English-speaking ability.
3. Identification of concepts, subconcepts, competencies, and terminal performance objectives for the series of six lessons in the exemplary program; and development of the series of lessons with additional intermediate objectives, activities and instructional materials.
4. Delivery of the exemplary program to the group of adults and adolescents; and the use of the teaching team's conclusions, and evaluation of participants to develop the publication to be disseminated.

INTRODUCTION

Nutrition education is one of the significant areas of survival skills identified in federal legislation and the Florida State Plan for Vocational Education. Nationwide studies have identified the impact of poor nutrition on the physical and mental health of individuals and families. Vocational Education is concerned with the quality of life of individuals and those factors and conditions in the total environment that will help develop productive and successful citizens, workers, and family members among the total population, but with special concern for target populations with special needs that must be met to assure effective quality of living for all people.

The large influx of limited English-speaking people migrating to the State of Florida, have difficulty with language and adapting to new food patterns. Because of the importance of providing functional nutrition education to this target population and the significance of communications in accomplishing this, this exemplary program is designed with a bilingual focus.

Since the provision of nutritional foods is a significant and basic role of the family, and habits are formed and modified in the family unit at early stages, the exemplary program utilized a family approach to cope with nutrition concerns and solution of problems.

The uniqueness of this innovative project is in its interrelationship of components: (a) language, (b) cultural values, (c) family involvement, (d) nutrition information and its application in individual and family situations.

Working with youth and adults on the improvement of nutritional practices is a national and state priority and innovative modes of dealing with this concern are greatly needed.

Families and individuals migrating from other countries have specific problems related to language barriers, in being educated to new patterns of nutrition, relating their cultural backgrounds to new life styles and understanding nutrition information well enough to be applied appropriately to their specific life situations.

The design of this exemplary program is directed to Hispanic populations because of the extensive number of people migrating to Florida from Cuba, Puerto Rico, and a variety of Latin American countries.

However, the model is intended to be one which will have procedures that can be replicated with other cultural groups and other peoples with limited English-speaking ability (for example, a new influx of populations from countries where Creole French is spoken).

This publication provides samples of bilingual nutrition education lessons which were used in a series of six three-hour sessions. These lessons may be adapted to other time blocks as is appropriate. Separate lessons are included for both adults and early adolescents but may be combined in either or both classroom and laboratory settings.

This publication is presented as a tool to assist teachers of youth and adults and administrators who wish to encourage and implement more effective nutrition education for populations needing bilingual instruction.

Dr. Myrna P. Crabtree
Director of Project
Professor and Program Leader
Home Economics Education
Florida International University

Mrs. Mary Ann Mireles
Coordinator of Project

ACKNOWLEDGMENTS

The development of this exemplary program could not have been accomplished without the cooperation and involvement of those who contributed to this project. Appreciation is expressed to the persons listed below who served as the teachers/writers/developers.

Ms. Elizabeth Caesar	Bilingual Teacher of the Adult Group and Writer/Developer.
Ms. Mary Ann Mireles	Bilingual Teacher of the Early Adolescent Group and Coordinator of Activities.
Ms. Zetoria Chisom	Teacher/Facilitator representing the W. R. Thomas Junior High School and Community Education Center.

Special thanks are extended to the following Administrators for their cooperation and support prior to and throughout the exemplary program:

Dr. John Bequer	Principal, W. R. Thomas Junior High School.
Mr. Julio T. Carrera	Assistant Principal for Community Education, W. R. Thomas Community School Education Center.

Deep gratitude is expressed to Ms. Allie Ferguson, State Home Economics Education Occupation Program Director for the professional leadership, interest, and vision she has demonstrated in support of multicultural education.

Credit goes to Ms. Tamara Miskewitz who patiently and proficiently did the translations used in the lessons.

APPENDICES
FOR
PART ONE

W. R. THOMAS JUNIOR HIGH SCHOOL

- A Community Education Center
13001 S.W. 26 St.
Miami, Florida, 33175-1898
Telephone 223-2001

Dr. John Bequer
Principal

Assistant Principals:

Dr. George Braithwaite
Mr. Julio Carrera
Mr. James Payson
Mr. Donald Nelip

Dr. Leonard M. Britton
Superintendent of Schools

Mr. John Earle
Superintendent South Central Area

Mr. Joseph V. Dugoni
Director South Central Area

Dear Parents,

Florida International University in conjunction with your Community School is sponsoring a six week program in Nutrition Education. The program is funded through a federal grant at absolutely no cost to you and your family.

Of the applications received, only fifteen students and their family members will be selected to participate in the program. Your son/daughter has expressed a vivid interest. We are looking forward to having you join us for an economical focus on budgeting, menu planning, food preparation, and marketing management. Let's ban together to fight the "Supermarket trap".

As parents, you will be contacted very soon by one of the program facilitators who will at that time explain in detail facts about the program and answer any questions you might have. Please reserve your final decision until you have had a chance to further discuss with the facilitator the program and its components.

PLEASE RETURN THIS SECTION WITH YOUR INITIAL RESPONSE.

Parents name ____________________ Child's name ____________________

I am interested and would like to know more about the program __________

Please contact me in English (Phone) ______________
Please contact me in Spanish (Phone) ______________
Please call at ______________ Time ______________

A chartered bus is available for transportation to the program, all field trips and back home. Please indicate whether or not you are interested in this service.

_____ Yes _____ No

Each of the six classes will be about two hours long. Please indicate a convenient starting time for you and your family members.
Time: ______________

Classes are tentatively scheduled to begin February 3, 1982, and are to be held each Wednesday for six weeks. If this date is not convenient, please indicate an alternative date. ____________________

Julio T. Carrera
Community School
Assistant Principal

Zetoria Chisom
Program Facilitator

5

W. R. THOMAS JUNIOR HIGH SCHOOL

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Superintendent of Schools

Mr. John Earle
Superintendent South Central Area

Mr. Joseph V. Dugoni
Director South Central Area

Estimados Padres,

La Universidad Internacional de la Florida, en cooperacion con su Escuela de la Comunidad, esta ofreciendo un programa sobre Nutricion, que durara seis semanas. Este programa esta patrocinado por una donacion federal y no le costara nada absolutamente a usted y a su familia.

De las planillas recibidas, solamente quince estudiantes y sus familiares seran seleccionados para tomar parte en el programa. Su hijo/hija ha demostrado un gran interes en participar. Estamos entusiasmados en que usted se una a nosotros y enfoquemos temas tal como presupuestos, seleccion de menu, preparacion de comidas y administracion de compras. Unamonos para combatir la "Trampa del Supermercado".

Una de las personas encargadas del programa se pondra en contacto con ustedes, los padres, para darles mas detalles sobre este curso y responder a sus preguntas. Por favor esperen a tener la oportunidad de hablar con esta persona antes de tomar su decision final, pues asi tendran una mejor idea de lo que consiste el programa.

2

POR FAVOR DEVUELVA ESTA PARTE CON SU RESPUESTA INICIAL.

Nombre de los padres____________________ Nombre del estudiante __________________
Estoy interesado en el programa y me gustaria tener mas detalles__________________
Por favor llamenme en ingles (telefono) __________________
Por favor llamenme en espanol (telefono) __________________
Por favor llamenme a esta hora __________________________

Un omnibus especial esta disponible para llevarlos y traerlos a las reuniones y excursiones. Por favor indique si esta interesado en este servicio.

________ Si ________ No

Cada una de las clases durara aproximadamente dos horas. Por favor indique una hora conveniente para su familia para comenzar la clase. Hora:______________
Planeamos comenzar las clases el 3 de febrero de 1982 y reunirnos cada miercoles por seis semanas. Si este dia no le es conveniente, por favor indique el dia de su preferencia. ____

Julio T. Carrera
Community School
Assistant Principal

Zetoria Chisom
Facilitadora del
Programa

BILINGUAL COMMUNITY SCHOOL NUTRITION EDUCATION PROGRAM

February 15, 1982

Dear Parents:

We are looking forward to having you participate in the Food and Nutrition Program which begins Wednesday, February 24, 1982 at 6:00 P.M. It is our belief that the planned schedule of events will be both exciting and rewarding.

Based on the results of our recent telephone conversation, the following schedule has been arranged to accomodate your interests and work demands.

February	24, 1982	Class meeting
March	3, 1982	Class meeting
March	10, 1982	Class meeting
March	17, 1982	Class meeting
March	24, 1982	Class meeting
March	31, 1982	Class meeting

Class hours: 6:00 P.M. - 9:00 P.M.

So that we might complete the arrangements for bus pick-up service and a structured child care program, please complete the Tear Off at the bottom and return in the self-addressed envelope provided, TODAY.

Sincerely,

Mrs Mary Ann Mireles

Mrs. Mary Ann Mireles
Project Coordinator

Return this portion: FOOD AND NUTRITION PROGRAM

Parents name ______________________________

Address ______________________________

______________ zip ______________ Telephone ______________

Name of children under age 11 participating in the Child Care Program Service at no cost to you:

Name ______________________________ age ______________

Name ______________________________ age ______________

Name ______________________________ age ______________

Name ______________________________ age ______________

BILINGUAL COMMUNITY SCHOOL NUTRITION EDUCATION PROGRAM

Ocbrero 15, 1982

Estemados Padres:

Estamos encantados de que participen en el programa de Comida y Nutrición que comienza el Miércoles, 24 de Febrero próximo, a las 6:00 de la tarde. Nos sentimos seguros que las actividades que tenemos planeadas serán interesantes y productivas.

Basado en nuestras conversaciones telefónicas recientes, hemos confeccionado el siguiente programa de acuerdo con el horario que sus empleos y obligaciones permiten:

Febrero	24, 1982	Dia de clase
Marzo	3, 1982	Dia de clase
Marzo	10, 1982	Dia de clase
Marzo	17, 1982	Dia de clase
Marzo	24, 1982	Dia de clase
Marzo	31, 1982	Dia de clase

Horario de Clase: 6:00 a 9:00 P.M.

Para poder hacer los arreglos necesarios para brindarles el servicio de recogida de autobus, al igual que el programa supervisado para cuidar a los niños pequeños, les rogamos que completen el cupón de abajo con la información correspondiente, y nos lo envien por correo, HOY MISMO, en el sobre que les acompañamos para este propósito.

Cordialmente,

Mrs Mary Ann Mireles

Mrs. Mary Ann Mireles
Coordinadora de Proyecto

- -

Corte y envie este cupón en el sobre adjunto.

PROGRAMA DE COMIDA Y NUTRICION

Nombre del Padre/Madre____

Nombre del Alumno(a)____

Dirección____

____________________zip________________Telefono_________________

Nombre de los ninos de 11 años ó menos, que participarán en el programa supervisado para cuidar niños menores que será brindado sin costo para usted.

Nombre____________________________________Edad______________________

Nombre____________________________________Edad______________________

Nombre____________________________________Edad______________________

Nombre____________________________________Edad______________________

BILINGUAL COMMUNITY SCHOOL PROGRAM
IN NUTRITION EDUCATION
FOR HISPANIC YOUTH AND ADULTS

PARTICIPANTS

Adults

Antonia Borges
Ana Casadesus
Nerida Caveda
Heidi Del Regato
Mades Diaz
Irma Fernandez
Helena Florez
Nelida Ginory
Maria Gonzales
Josephine Icaza
Norma Lago
Lilia Lurido
Zenida Martinez
Delia Pena

Early Adolescents

Eva Casadesus
Frank Del Castillo
Margarita Del Regato
Rosa Diaz
Betty Fernandez
Diana Fernandez
Pat Flores
Veronica Flores
Delia Ginory
Jackie Ginory
Rita Ginory
Beatriz Gonzales
Betty Gonzales
Orlando Icaza
Amy Lago
Maribel Perez
Joel Perez

Young Children

Patricio Del Regato
Santiago Del Regato
Betty Diaz
Gisela Fernandez
Lupita Flores
Diane Gonzales
Patricia Martinez

LESSON SIX

CLASS EVALUATION
NUTRITION EDUCATION

Lesson #_____

Check appropriate box:

Adult. . . . . ☐

Early adolescent . . . ☐

Directions: Please indicate the number of sessions you have already attended, including today, by circling the number.

1 3 5

2 4 6

How do you feel about today's class? Please check the appropriate box, to the right of each statement, indicating the way you feel about today's class.

	Yes	No	Does Not Apply
1. I learned how to select and use foods to improve nutrition.			
2. I learned new ways of cooking foods.			
3. I learned ways to make food more appealing for the family.			
4. I learned ways to save time in preparing foods.			
5. I tasted a new food I never had before.			
6. Overall, today's class was worthwhile for me to attend.			

Comments:

LESSON SIX

EVALUACION DE LA CLASE
EDUCACION DE NUTRICION

Lección #_____

Adulto. . . . . ☐

Adolescente Joven . . ☐

Número de sesiones asistidas, incluyendo hoy.

1 3 5

2 4 6

Qué Le Pareció La Clase De Hoy?

	Si	No	No Aplica
1. Aprendí a seleccionar y usar alimentos que mejoran la nutrición.			
2. Aprendí nuevas maneras de cocinar alimentos.			
3. Aprendí modos de hacer la comida más apetitosa para mi familia.			
4. Aprendí modos de ahorrar tiempo al preparar las comidas.			
5. Probé una comida nueva que nunca había comido.			
6. Mereció la pena asistir a la clase de hoy.			

Comentarios:

TEACHERS' COMMENTS
FOR
LESSONS

TEACHERS' COMMENTS

FIRST CLASS

The first class was delayed about 45 minutes because people were not ready and waiting outside for the bus to be picked up. They all said they would be ready next week so we could start class on time. The adults were enthused with the class but were a little reserved until the teachers opened discussion with them in small groups.

As soon as the lab session began, they opened up completely and discussed home life situations, cooking ideas, and family problems. They also asked many personal questions of the teachers such as educational background, marriage, children, finances, and family relationships. They asked questions about procedures in recipes and indicated if they were different from how they made them. They talked about how much they liked the food, and that they were anxious to try the recipes at home.

Most adults and students said they enjoyed being in the class together and that it was a change from procedures in their home.

Adults wanted to learn how to use a variety of food in their family's meals and still retain adequate nutrition. The majority wanted to learn how to cut down on fattening foods and still have delicious and nutritious meals. They also wanted to learn about timesaving techniques in the kitchen.

After the first class and laboratory session, there were friends made, new foods prepared and tasted, and an anticipation of the next class.

SECOND CLASS

Class started closer to schedule this week Class participants were now ready for the bus to pick them up. Class members commented on how they had tried food from the week before and their families had enjoyed the variety.

Participants turned in homework given them the week before. This was our "vegetable" laboratory and many commented on how they had never tasted some of the vegetables they were preparing and they were not sure how the "weeds" and "grass" (broccoli, spinach, and eggplant) would taste. When the food was served, they could not get enough. They really liked the vegetables because of the casserole-style with cheese and other ingredients. They still could not believe these were vegetables they thought they would hate. One problem we encountered was that some people took two and three helpings, but after they were reminded, everyone tasted the food.

THIRD CLASS

Class went very smoothly. All participants were now in the swing of things and were really looking forward to the class. They participated much more freely in the class discussions, and talked about the new ideas they were gaining from the filmstrips, games, and other class activities. All enjoyed working in the kitchens together sharing the responsibilities. They were looking forward to trying the new recipes now. The hits of tonight's class were the chuckwagon burgers (which were a little hard for them to conceive at first) and the sausage quiche.

FOURTH CLASS

Attendance was good. The adults really enjoyed and participated in the class discussion on principles of meal planning. They had very strong opinions on how they went about managing their meals but were eager to share and listen to new ideas. One adult monopolized the conversation and instructors then got other adults to join in and participate. The students were very surprised to learn about the specific steps to follow in meal planning. But once these steps were clearly understood, the students could see how proper meal planning techniques, when used systematically, helped to save time, energy and money.

FIFTH CLASS

The highlight of this class was making the homemade ice cream. This was one of the products from the Dairy Group we prepared.

All class participants were into the swing of working together in a laboratory setting by this time.

Participants were proud of their milk products and were enthusiastic about having others taste them.

The class members thoroughly enjoyed using the newspaper food section to hunt for bargains at different stores and plan their menus. They noted some differences in the Spanish and English sections of the paper as featured food items and food stores.

They seemed very enthused on using the newspaper for discount coupons as well as for sale items, and talked about using the newspaper in the future for their own food shopping.

SIXTH CLASS

The adults enjoyed the soundstrip on the "Changing Forties" and the game "Soup's On" which reviewed basic nutrition and explained how the body's metabolism changes as we age.

The soundstrip on "Teenager vs. Nutrition" was enjoyed by the early adolescents. They learned it was all right to have a healthy appetite because their bodies were growing and changing rapidly, but that this appetite should not be satisfied with "junk food".

The game "Soup's On" was enjoyed by both adults and early adolescents and was a very good review of basic nutrition.

Participants were so proud of their certificates and wanted to know when the class would be held again. The aroma of the class brought other adults and students into the laboratory to inquire about our class.

A BILINGUAL COMMUNITY SCHOOL PROGRAM IN NUTRITION EDUCATION FOR HISPANIC YOUTH AND ADULTS

PART TWO

MATRICES FOR LESSONS
LESSONS FOR ADULTS
LESSONS FOR EARLY ADOLESCENTS
APPENDICES FOR LESSONS
BIBLIOGRAPHY

MATRICES
FOR
SIX LESSONS
IN
NUTRITION EDUCATION

On the following pages are matrices for each lesson in Nutrition Education developed for the Hispanic early adolescents and adults involved in this project. Each matrix indicates concepts and subconcepts; competencies and terminal performance objectives; and resources for each of the six lessons.

MATRIX
FOR
LESSON ONE

CONCEPTS/SUBCONCEPTS	COMPETENCIES/T.P.O.'s	RESOURCES
1.0 Factors Affecting Food Choices 1.1 Cultural Background 1.2 Individual Preferences 1.3 Family and Community Resources	Competency 1.1 Analyze factors affecting food choices according to cultural background, individual preferences, and family and community resources.	Worksheets: Getting to Know You Appendix: pp. 90-101 Filmstrip: The Food We Eat Discussion Question Sheet: The Food We Eat Appendix: p.102
	T.P.O. 1.1 Compile a list of food likes and dislikes and give factors which affect these food choices. Relate each food choice or rejection to the following factors: (a) cultural influence; (b) personal preference or taste; (c) family resources; and (d) community resources.	Recipes: Fricase De Pollo Arroz Blanco Meat Loaf Macaroni and Cheese Spaghetti Pizza Style Crepes a l'Orange Cherry Lemonade Appendix: pp. 103-112 Chart: One Day Food Intake Chart Appendix: pp. 113-114

MATRIX
FOR
LESSON TWO

CONCEPTS/SUBCONCEPTS	COMPETENCIES/T.P.O.'s	RESOURCES
2.0 Nutrition 2.1 Nutrients 2.2 Basic Four Food Groups	Competency 2.1 Analyzes the nutrients necessary for good nutrition. Competency 2.2 Recognizes the importance of including the Basic Four Food Groups in planning individual food consumption. T.P.O. 2.1 Given a list of the essential nutrients, identify the food sources of each with 80% accuracy. T.P.O. 2.2 Given your family's meals for one day and a Food Intake Chart, evaluate menus to determine how well they meet the Basic Four Food Group requirements with 80% accuracy. Indicate what needs to be added. Use evaluation device in Appendix, pp. 116-117.	Chart: Basic Four Intake Chart Appendix: pp. 116-117 Discussion Question Sheets: Basic Four Food Groups Appendix: pp. 118-119 Charts: Basic Four Food Charts National Dairy Council Filmstrip: Buen Alimento Para los Ninos Worksheets: Basic Four Food Train Appendix: pp. 120-121 Filmstrip: The Vegetable and Fruit Group Information Sheets: The Vegetable and Fruit Group U.S. Department of Agriculture Appendix: pp. 122-131 Discussion Question Sheets: Fruits and Vegetables Appendix: pp. 132-133

MATRIX
FOR
LESSON TWO
(Continued)

CONCEPTS/SUBCONCEPTS	COMPETENCIES/T.P.O.'s	RESOURCES
2.0 Nutrition 2.1 Nutrients 2.2 Basic Four Food Groups	Competency 2.1 Analyzes the nutrients necessary for good nutrition. Competency 2.2 Recognizes the importance of including the Basic Four Food Groups in planning individual food consumption. T.P.O. 2.1 Given a list of the essential nutrients, identify the food sources of each with 80% accuracy. T.P.O. 2.2 Given your family's meals for one day and a Food Intake Chart, evaluate menus to determine how well they meet the Basic Four Food Group requirements with 80% accuracy. Indicate what needs to be added. Use evaluation device in Appendix, pp . 116-117.	Game: The Four Food Groups For Better Meals Game U.S. Department of Agriculture Worksheets: Basic Four Food Groups Appendix: pp. 134-137 Instruction Sheet: The Basic Four Food Group Grab-Bag Exercise Appendix: p. 138 Recipes: Baked Squash Broccoli Casserole Eggplant Beef Fruit Salad Platanos Fritos Appendix: pp. 139-145 Worksheets: Take a Stand! Appendix: pp. 146-147

MATRIX
FOR
LESSON THREE

CONCEPTS/SUBCONCEPTS	COMPETENCIES/T.P.O.'s	RESOURCES
2.0 Nutrition 2.1 Nutrients 2.2 Basic Four Food Groups	Competency 2.1 Analyzes the nutrients necessary for good nutrition. Competency 2.2 Recognizes the importance of including the Basic Four Food Groups in individual food consumption. T.P.O. 2.1 Given a list of the essential nutrients, identify the food sources of each with 80% accuracy. T.P.O. 2.2 Given your family's meals for one day and a Food Intake Chart, evaluate each menu to determine how well they meet the Basic Four Food Group Requirements, indicating what needs to be added, with 80% accuracy. Appendix: pp. 116-117.	Filmstrip: The Meat Group Worksheets: How Would You Handle It? Appendix: pp. 150-151 Information Sheet How To Buy Meat? Appendix: pp. 152-163 Discussion Question Sheets: How To Buy Meat? Appendix: pp. 164-165 Transparency: Essential Nutrients Appendix: p. 166 Worksheet Essential Nutrients Appendix: pp. 167-168 Game: Basic 4 - Nasco Filmstrip: You Are What You Eat

MATRIX
FOR
LESSON THREE
(Continued)

CONCEPTS/SUBCONCEPTS	COMPETENCIES/T.P.O.'s	RESOURCES
2.0 Nutrition 2.1 Nutrients 2.2 Basic Four Food Groups	Competency 2.1 Analyzes the nutrients necessary for good nutrition. Competency 2.2 Recognizes the importance of including the Basic Four Four Food Groups in individual food consumption. T.P.O. 2.1 Given a list of the essential nutrients, identify the food sources of each with 80% accuracy. T.P.O. 2.2 Given your family's meals for one day and a Food Intake Chart, evaluate each menu to determine how well they meet the Basic Four Food Group requirements, indicating what needs to be added, with 80% accuracy. Appendix: pp. 116-117.	Game: Wheels National Health Systems Recipes: Chuckwagon Burgers Tacos Pizza Sausage Quiche Picadillo Con Arroz Blanco Appendix: pp. 169-174

MATRIX
FOR
LESSON FOUR

CONCEPTS/SUBCONCEPTS	COMPETENCIES/T.P.O.'s	RESOURCES
2.0 Nutrition 2.1 Nutrients 2.2 Basic Four Food Groups	Competency 2.1 Analyzes the nutrients necessary for good nutrition. Competency 2.2 Recognizes the importance of including the Basic Four Food Groups in planning individual food consumption. T.P.O. 2.1 Given a list of the essential nutrients, identify the food source of each with 80% accuracy. T.P.O. 2.2 Given your family's meals for one day and a Food Intake Chart, evaluate each menu to determine how well they meet the Basic Four Food Group requirements with 80% accuracy. Indicate what needs to be added. Use evaluation device in Appendix, pp. 116-117.	Filmstrip: Planning To Eat Discussion Question Sheets: Sound Nutritional Planning Appendix: pp. 177-179 Transparencies: Meals That Appeal The Daily Food Guide The Sneaky Slimdown Meals That Wait Butterick Meal Planning Service Worksheets: Are You A Savvy Saver? Appendix: pp. 180-181 How Would You Go About Getting It Together? Appendix: pp. 182-183 Game: Nutrition and Exercise Nasco Filmstrip: The Bread and Cereal Group

MATRIX
FOR
LESSON FOUR
(Continued)

CONCEPTS/SUBCONCEPTS	COMPETENCIES/T.P.O.'s	RESOURCES
3.0 Meal Planning 3.1 Individual Food Needs and Choices 3.2 Cost of Food 3.3 Availability of Food 3.4 Time Available 3.5 Equipment Available	Competency 3.1 Comprehends factors that affect meal planning for the family.	Discussion Question Sheet: Bread and Cereal Group Appendix: p. 184 Information Sheets: Bread and Cereal Appendix: pp. 185-186
	T.P.O. 3.1 Given your family situation, plan menus for one week according to: (a) family needs and choices; (b) availability of food (season, geographical area); (c) time available; (d) equipment available.	Filmstrip: Principles of Meal Planning Transparencies: The RDA: Where Meal Planning Begins What About Breakfast? Supersnacks Butterick Meal Planning Series Recipes: Sopapillas Banana Nut Bread Oatmeal Chocolate Chip Cookies Torticas De Morón Zucchini Bread Appendix: pp. 187-191

MATRIX
FOR
LESSON FIVE

CONCEPTS/SUBCONCEPTS	COMPETENCIES/T.P.O.'s	RESOURCES
2.0 Nutrition 2.1 Nutrients 2.2 Basic Four Food Groups	Competency 2.1 Analyzes the nutrients necessary for good nutrition. Competency 2.2 Recognizes the importance of including the Basic Four Food Groups in planning individual food consumption. T.P.O. 2.1 Given a list of the essential nutrients, identify the food source of each with 80% accuracy. T.P.O. 2.2 Given your family's meals for one day and a Food Intake Chart, evaluate each menu to determine how well they meet the Basic Four Food Group requirements with 80% accuracy. Indicate what needs to be added. Use evaluation device in Appendix pp. 116-117.	Filmstrip: Spending Your Food Dollars Worksheets: Buying Food Appendix: pp. 193-194 Filmstrip: The Milk Group Worksheets: Push The Button Appendix: pp. 195-196 Recipes: Flan Grilled Cheese Sandwich Homemade Ice Cream Golden Cheese Spread Creamy Potato Soup Appendix: pp. 197-201

MATRIX
FOR
LESSON FIVE
(Continued)

CONCEPTS/SUBCONCEPTS	COMPETENCIES/T.P.O.'s	RESOURCES
3.0 Meal Planning 3.1 Individual Food Needs and Choices 3.2 Cost of Food 3.3 Availability of Food 3.4 Time Available 3.5 Equipment Available	Competency 3.1 Comprehends factors that affect meal planning for the family T.P.O. 3.1 Given your family situation, plan menus for one week according to: (a) family needs and choices; (b) availability of food (season, geographical area); (c) time available (d) equipment available.	Filmstrip: Spending Your Food Dollars Worksheets: Buying Food Appendix: pp. 193-194 Filmstrip: The Milk Group Worksheets: Push The Button Appendix: pp. 195-196 Recipes: Flan Grilled Cheese Sandwich Homemade Ice Cream Golden Cheese Spread Creamy Potato Soup Appendix: pp.199-201
4.0 Consumer In The Market Place 4.1 Planned Spending 4.2 Comparative Shopping 4.3 Food Markets	Competency 4.1 Comprehends facts that affect the consumer in the market place. T.P.O. 4.1 Using current newspaper food advertisements, plan food purchases for a menu. Take into account: (a) your family's needs; (b) your budget; (c) ways to get the most nutrition for your money.	

MATRIX
FOR
LESSON SIX

CONCEPTS/SUBCONCEPTS	COMPETENCIES/T.P.O.'s	RESOURCES
4.0 Consumer in the Market Place 4.1 Planned Spending 4.2 Comparative Shopping 4.3 Food Markets	Competency 4.1 Comprehends factors that affect the consumer in the market place. T.P.O. 4.1 Using current newspaper food advertisements, plan food purchases for a menu. Take into account: (a) your family's needs; (b) your budget; (c) how to get the most nutrition for your money.	Filmstrip: The Changing Forties Discussion Question Sheet: The Changing Forties Appendix: p. 203 Game: Soup's On National Health Systems Filmstrip: Spending Your Food Dollars Filmstrip: The Teenager Vs. Nutrition Discussion Question Sheet: The Teenager Vs. Nutrition Appendix: p. 204 Filmstrip: Shopping For Food Recipes: Fried Eggplant Lemon Pudding Cheesecake Spinach Casserole Green Bean Casserole Lasagne Appendix: pp. 205-211

MATRIX
FOR
LESSON SIX
(Continued)

CONCEPTS/SUBCONCEPTS	COMPETENCIES/T.P.O.'s	RESOURCES
4.0 Consumer in the Market Place 4.1 Planned Spending 4.2 Comparative Shopping 4.3 Food Markets	Competency 4.1 Comprehends factors that affect the consumer in the market place. T.P.O. 4.1 Using current newspaper food advertisements, plan food purchases for a menu. Take into account: (a) your family's needs; (b) your budget; (c) how to get the most nutrition for your money.	Certificate: Class Attendance Award Appendix: p. 212

NUTRITION EDUCATION LESSONS

NUTRITION EDUCATION
LESSONS
FOR
ADULTS

LESSON ONE

ADULTS

LESSON ONE
ADULTS

CONCEPTS/SUBCONCEPTS

1.0 Factors Affecting Food Choices
    1.1 Cultural Background
    1.2 Individual Preferences
    1.3 Family and Community Resources

COMPETENCIES

1.1 Analyze factors affecting food choices according to cultural background, individual preferences, and family and community resources.

T.P.O.'s

1.1 Compile a list of food likes and dislikes and give factors which affect these food choices. Relate each food choice or rejection to the following factors:
    (a) cultural influence;
    (b) personal preference or taste;
    (c) family resources; and
    (d) community resources.

I.P.O.'s

1.1 Identifies factors which affect food choices.

1.1 Compares foods from different cultural backgrounds.

1.1 Defines family and community resources.

LESSON ONE

ADULTS

LEARNING STRATEGIES	INSTRUCTIONAL RESOURCES
Complete and discuss worksheet.	Worksheet: Getting to Know You Appendix: pp. 98-101
View and discuss filmstrip presentation.	Filmstrip: The Food We Eat Discussion Question Sheet: The Food We Eat Appendix: p. 102
Compile a list of foods disliked as a child and discuss influences that created likes and dislikes in small groups and present ideas to class.	
Observe demonstration of multicultural menu.	
Sample and compare demonstrated foods from different cultural backgrounds.	Equipment and Supplies: Chalkboard Filmstrip projector Cassette player Food preparation and service utensils and equipment Food supplies Recipes: Appendix: pp. 103-112
Discuss similarities and differences in foods for each culture.	
Menu Demonstrated: Fricase De Pollo Arroz Blanco Meat Loaf Macaroni & Cheese Spaghetti Pizza Style Crepes a l'Orange Chinese Vegetables Tossed Vegetable Salad Cafe Expreso Cherry Lemonade	
AT HOME: Record on worksheet your food intake for one day during the week that all family members can eat together.	Chart: One Day Food Intake Chart Appendix: pp. 113-114

LESSON TWO

ADULTS

LESSON TWO
ADULTS

CONCEPTS/SUBCONCEPTS

2.0 Nutrition
  2.1 Nutrients
  2.2 Basic Four Food Groups

COMPETENCIES	T.P.O.'s
2.1 Analyzes the nutrients necessary for good nutrition.	2.1 Given a list of the essential nutrients, identify the food sources of each with 80% accuracy.
2.2 Recognizes the importance of including the Basic Four Food Groups in planning individual food consumption.	2.2 Given your family's meals for one day and a Food Intake Chart, evaluate menus to determine how well they meet the Basic Four Food Group requirements with 80% accuracy. Indicate what needs to be added. Use evaluation device in Appendix, pp. 116-117.

I.P.O.'s

2.1 Defines good nutrition.
2.1 Defines nutrients.
2.1 Lists nutrients.
2.1 Names food sources of each nutrient.

2.2 Lists the Basic Four Food Groups.
2.2 Describes ways to use the Basic Four Food Groups to meet nutritional needs.
2.2 Evaluates personal and family eating habits in relation to intake of the Basic Four Food Groups.
2.2 Prepares foods from the Fruit and Vegetable Food Group.

LESSON TWO

ADULTS

LEARNING STRATEGIES	INSTRUCTIONAL RESOURCES
Complete chart and make suggestions for correcting deficiencies.	Chart: Basic Four Intake Charts Appendix: pp. 116-117
Discuss suggestions with the class.	Discussion Question Sheets: Basic Four Food Groups Appendix: pp. 118-119
Read and discuss the resources on the Basic Four Food Groups.	Charts: Basic Four Food Charts National Dairy Council
View and discuss filmstrip presentation.	Filmstrip: Buen Alimento Para los Ninos
Complete and discuss worksheet.	Worksheets: Basic Four Food Train Appendix: pp. 120-121
View and discuss filmstrip presentation.	Filmstrip: The Vegetable and Fruit Group
Read and discuss resources on the value, use, storage, and preparation of fruits and vegetables.	Information Sheets: The Vegetable and Fruit Group U.S. Department of Agriculture Appendix: pp. 122-131
	Discussion Question Sheets: Fruits and Vegetables Appendix: 132-133
Play the bingo game.	Game: The Four Food Groups For Better Meals Game U.S. Department of Agriculture

LESSON TWO
ADULTS
(Continued)

COMPETENCIES

2.1 Analyzes the nutrients necessary for good nutrition.

2.2 Recognizes the importance of including the Basic Four Food Groups in planning individual food consumption.

CONCEPTS/SUBCONCEPTS

2.0 Nutrition
    2.1 Nutrients
    2.2 Basic Four Food Groups

T.P.O.'s

2.1 Given a list of the essential nutrients, identify the food sources of each with 80% accuracy.

2.2 Given your family's meals for one day and a Food Intake Chart, evaluate menus to determine how well they meet the Basic Four Food Group requirements with 80% accuracy. Indicate what needs to be added. Use evaluation device in Appendix, pp. 116-117.

I.P.O.'s

2.1 Defines good nutrition.
2.1 Defines nutrients.
2.1 Lists nutrients.
2.1 Names food sources of each nutrient.

2.2 Lists the Basic Four Food Groups.
2.2 Describes ways to use the Basic Four Food Groups to meet nutritional needs.
2.2 Evaluates personal and family eating habits in relation to intake of the Basic Four Food Groups.
2.2 Prepares foods from the Fruit and Vegetable Food Group.

LESSON TWO

ADULTS
(Continued)

LEARNING STRATEGIES

In groups, prepare and serve menu items.

Menu:
- Baked Squash
- Broccoli Casserole
- Eggplant Beef
- Fresh Cut Vegetables & Dip
- Fruit Salad
- Platanos Fritos

AT HOME:
Find and prepare a new recipe from the fruit and vegetable food group. Bring the recipe to class and share your results and how your family enjoyed this dish. Complete worksheet.

INSTRUCTIONAL RESOURCES

Equipment and Supplies:
- Filmstrip projector
- Cassette player
- Food preparation and service utensils and equipment
- Food supplies
- Recipes:
  - Appendix: pp. 139-145

Worksheets:
- Take A Stand!
  - Appendix: pp. 146-147

LESSON THREE

ADULTS

LESSON THREE
ADULTS

COMPETENCIES

2.1 Analyzes the nutrients necessary for good nutrition.

2.2 Recognizes the importance of including the Basic Four Food Groups in individual food consumption.

CONCEPTS/SUBCONCEPTS

2.0 Nutrition
  2.1 Nutrients
  2.2 Basic Four Food Groups

T.P.O.'s

2.1 Given a list of the essential nutrients, identify the food sources of each with 80% accuracy.

2.2 Given your family's meals for one day and a Food Intake Chart, evaluate each menu to determine how well they meet the Basic Four Food Group requirements, indicating what needs to be added, with 80% accuracy. Appendix, pp. 116-117.

I.P.O.'s

2.1 Defines good nutrition.
2.1 Defines nutrients.
2.1 Lists nutrients.
2.1 Names food sources of each nutrient.
2.1 Names nutrients from the meat group.
2.1 Lists functions of the essential nutrients.

2.2 Lists the Basic Four Food Groups.
2.2 Describes ways to use the Basic Four Food Groups to meet nutritional needs.
2.2 Evaluates personal and family eating habits in relation to intake of the Basic Four Food Groups.
2.2 Prepares foods from the Meat Food Group.
2.2 Uses proper procedures for buying and storing food from Meat Food Group.

LESSON THREE

ADULTS

LEARNING STRATEGIES	INSTRUCTIONAL RESOURCES
View and discuss filmstrip presentation.	Filmstrip: The Meat Group
Complete and discuss worksheet on how to buy and store food from the meat group.	Worksheets: How Would You Handle It? Appendix: pp. 150-151
Read and discuss information sheets.	Information Sheets: How To Buy Meat? Appendix: pp. 152-163
Discuss varieties used and family's reactions.	Discussion Question Sheets: How To Buy Meat? Appendix: pp. 164-165
Using transparency, discuss the essential nutrients, their sources, and their functions.	Transparency: Essential Nutrients Appendix: p. 166
Discuss and complete worksheet.	Worksheet: Essential Nutrients Appendix: pp. 167-168
Play the nutrition game.	Game: Basic 4 - Nasco
Prepare, cook, and serve menu items. Menu: Chuckwagon Burgers Tacos Pizza Sausage Quiche Picadillo con Arroz Blanco	Equipment and Supplies Filmstrip projector Cassette player Overhead projector Food preparation and service utensils and equipment Food supplies Recipes: Appendix: pp. 169-174

AT HOME:

Make a list of the different meat dishes you will eat this week and bring to class to share results.

LESSON FOUR

ADULTS

LESSON FOUR
ADULTS

COMPETENCIES

2.1 Analyzes the nutrients necessary for good nutrition.

2.2 Recognizes the importance of including the Basic Four Food Groups in planning individual food consumption.

CONCEPTS/SUBCONCEPTS

2.0 Nutrition
  2.1 Nutrients
  2.2 Basic Four Food Groups

T.P.O.'s

2.1 Given a list of the essential nutrients, identify the food source of each with 80% accuracy.

2.2 Given your family's meals for one day and a Food Intake Chart, evaluate each menu to determine how well they meet the Basic Four Food Group requirements with 80% accuracy. Indicate what needs to be added. Use evaluation device in Appendix, pp. 116-117.

I.P.O.'s

2.1 Defines good nutrition.
2.1 Defines nutrients.
2.1 Lists nutrients.
2.1 Names food sources of each nutrient.
2.1 Names nutrients from the Bread and Cereal Food Group.
2.1 Lists functions of the essential nutrients.

2.2 Lists the Basic Four Food Groups.
2.2 Describes ways to use the Basic Four Food Groups to meet nutritional needs.
2.2 Evaluates personal and family eating habits in relation to intake of the Basic Four Food Groups.
2.2 Prepares foods from the Bread and Cereal Food Group.
2.2 Uses proper procedures for buying and storing food from the Bread and Cereal Food Group.

LESSON FOUR

ADULTS

LEARNING STRATEGIES	INSTRUCTIONAL RESOURCES
View and discuss filmstrip presentation.	Filmstrip: Planning to Eat
Using transparencies, discuss what makes meals appealing, sound nutritional meal planning, how nutritious meals can be slimming and "do-ahead" meals.	Discussion Question Sheets: Sound Nutritional Planning Appendix: pp. 177-179 Transparencies: Meals That Appeal The Daily Food Guide The Sneaky Slimdown Meals That Wait Butterick Meal Planning Service
Using worksheets, discuss saving time, money, and energy in the kitchen.	Worksheets: Are You A Savvy Saver? Appendix: pp. 180-181 How Would You Go About Getting It Together? Appendix: pp. 182-183
Play the nutrition and exercise game.	Game: Nutrition and Exercise Nasco
View and discuss filmstrip presentation.	Filmstrip: The Bread and Cereal Group Discussion Question Sheet: Bread and Cereal Group Appendix: p. 188
Read and discuss bread and cereal information sheet.	Information Sheets: Bread and Cereal Appendix: pp. 185-186

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LESSON FOUR
ADULTS
(Continued)

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COMPETENCIES

3.1 Comprehends factors that affect meal planning for the family.

CONCEPTS/SUBCONCEPTS

3.0 Meal Planning
  3.1 Individual Food Needs and Choices
  3.2 Cost of Food
  3.3 Availability of Food
  3.4 Time Available
  3.5 Equipment Available

T.P.O.'s

3.1 Given your family situation, plan menus for one week according to:
  (a) family needs and choices;
  (b) availability of food (season, geographical area);
  (c) time available;
  (d) equipment available.

I.P.O.'s

3.1 Plans sound nutritional menus for the family.
3.1 Identifies factors that affect the food needs and choices of various family members.
3.1 Identifies strategies to get the most value from the food dollar.
3.1 Lists factors which influence food purchases.

LESSON FOUR

ADULTS
(Continued)

LEARNING STRATEGIES

Prepare, cook and serve menu items.

Menu:

- Sopapillas
- Banana Nut Bread
- Pancakes/Syrup
- Oatmeal Chocolate Chip Cookies
- Torticas De Morón
- Zucchini Bread
- Café Con Leche

AT HOME:

Plan, in writing, this week's meals for your family and prepare them. Bring menus to class and share results such as nutritional improvements, time saving techniques, cost, and family's reaction to meals.

INSTRUCTIONAL RESOURCES

Equipment and Supplies:

- Filmstrip projector
- Cassette player
- Overhead projector
- Food preparation and service utensils and equipment
- Food supplies
- Recipes:
  - Appendix: pp. 187-191

LESSON FIVE

ADULTS

LESSON FIVE
ADULTS

CONCEPTS/SUBCONCEPTS

2.0 Nutrition
  2.1 Nutrients
  2.2 Basic Four Food Groups

COMPETENCIES

2.1 Analyzes the nutrients necessary for good nutrition.

2.2 Recognizes the importance of including the Basic Four Food Groups in planning individual food consumption.

T.P.O.'s

2.1 Given a list of the essential nutrients, identify the food source of each with 80% accuracy.

2.2 Given your family's meals for one day and a Food Intake Chart, evaluate each menu to determine how well they meet the Basic Four Food Group requirements with 80% accuracy. Indicate what needs to be added. Use evaluation device in Appendix, pp. 116-117.

I.P.O.'s

2.1 Defines good nutrition.
2.1 Defines nutrients.
2.1 Lists nutrients.
2.1 Names food sources of each nutrient.
2.1 Names nutrients from the Dairy Food Group.
2.1 Lists functions of the essential nutrients.

2.2 Lists the Basic Four Food Groups.
2.2 Describes ways to use the Basic Four Food Groups to meet nutritional needs.
2.2 Evaluates personal and family eating habits in relation to intake of the Basic Four Food Groups.
2.2 Prepares foods from the Dairy Food Group.
2.2 Uses proper procedures for buying and storing food from the Dairy Food Group.

LESSON FIVE

ADULTS

LEARNING STRATEGIES	INSTRUCTIONAL RESOURCES
View and discuss filmstrip presentation.	Filmstrip: Spending Your Food Dollars
Discuss and complete worksheet on the newspaper food activity.	Worksheets: Buying Food Appendix: pp. 193-194
View and discuss filmstrip presentation.	Filmstrip: The Milk Group
Discuss and complete worksheet on the dairy group.	Worksheet: Push The Button Appendix: pp. 195-196
Prepare, cook, and serve menu items. Menu: Flan Grilled Cheese Sandwich Nachos with Cheese Ice Cream Golden Cheese Spread Creamy Potato Soup	Equipment and Supplies: Filmstrip projector Cassette player Food preparation and service utensils and equipment Food supplies Recipes: Appendix: pp. 197-201
AT HOME: Make a list of the dairy products you buy this week and bring the list to class.	

LESSON FIVE
ADULTS
(Continued)

COMPETENCIES

3.1 Comprehends factors that affect meal planning for the family.

CONCEPTS/SUBCONCEPTS

3.0 Meal Planning
  3.1 Individual Food Needs and Choices
  3.2 Cost of Food
  3.3 Availability of Food
  3.4 Time Available
  3.5 Equipment Available

T.P.O.'s

3.1 Given your family situation, plan menus for one week according to:
  (a) family needs and choices;
  (b) availability of food (season, geographical area);
  (c) time available;
  (d) equipment available.

I.P.O.'s

3.1 Plans sound nutritional menus for the family.
3.1 Identifies factors that affect the food needs and choices of various family members.
3.1 Identifies strategies to get the most value from the food dollar.
3.1 Lists factors which influence food purchases.

LESSON FIVE

ADULTS
(Continued)

LEARNING STRATEGIES	INSTRUCTIONAL RESOURCES
View and discuss filmstrip presentation.	Filmstrip: Spending Your Food Dollars
Discuss and complete worksheet on the newspaper food activity.	Worksheets: Buying Food Appendix: pp. 193-194
View and discuss filmstrip presentation.	Filmstrip: The Milk Group
Discuss and complete worksheet on the dairy group.	Worksheets: Push The Button Appendix: pp. 195-196
Prepare, cook, and serve menu items. Menu: Flan Grilled Cheese Sandwich Nachos with Cheese Ice Cream Golden Cheese Spread Creamy Potato Soup	Equipment and Supplies: Filmstrip projector Cassette player Food preparation and service utensils and equipment Food supplies Recipes: Appendix: pp. 197-201
AT HOME: Make a list of the dairy products you buy this week and bring the list to class.	

LESSON FIVE
ADULTS
(Continued)

COMPETENCIES

4.1 Comprehends facts that affect the consumer in the marketplace.

CONCEPTS/SUBCONCEPTS

4.0 Consumer In The Market Place
  4.1 Planned Spending
  4.2 Comparative Shopping
  4.3 Food Markets

T.P.O.'s

4.1 Using current newspaper food advertisements, plan food purchases for a menu. Take into account:
  (a) your family's needs;
  (b) your budget;
  (c) ways to get the most nutrition for your money.

I.P.O.'s

4.1 Develops skills necessary to become a comparison shopper.
4.1 Identifies factors for selecting an appropriate market for food shopping.

LESSON FIVE

ADULTS
(Continued)

LEARNING STRATEGIES	INSTRUCTIONAL RESOURCES
View and discuss filmstrip presentation.	Filmstrip: Spending Your Food Dollars
Discuss and complete worksheet on the newspaper food activity.	Worksheets: Buying Food Appendix: pp. 193-194
View and discuss filmstrip presentation.	Filmstrip: The Milk Group
Discuss and complete worksheet on the dairy group.	Worksheets: Push The Button Appendix: 195-196
Prepare, cook, and serve menu items. Menu: Flan Grilled Cheese Sandwich Nachos with Cheese Ice Cream Golden Cheese Spread Creamy Potato Soup	Equipment and Supplies: Filmstrip projector Cassette player Food preparation and service utensils and equipment Food supplies Recipes: Appendix: pp. 197-201
AT HOME: Make a list of the dairy products you buy this week and bring the list to class.	

LESSON SIX

ADULTS

70

LESSON SIX
ADULTS

COMPETENCIES

4.1 Comprehends factors that affect the consumer in the market place.

CONCEPTS/SUBCONCEPTS

4.0 Consumer in the Market Place
  4.1 Planned Spending
  4.2 Comparative Shopping
  4.3 Food Markets

T.P.O.'s

4.1 Using current newspaper food advertisements, plan food purchases for a menu. Take into account:
  (a) your family's needs;
  (b) your budget;
  (c) how to get the most nutrition for your money.

I.P.O.'s

4.1 Develops skills necessary to become a comparison shopper.
4.1 Identifies factors for selecting an appropriate market for food shopping.
4.1 Uses strategies to get the most value from the food dollar.
4.1 Uses comparative shopping procedures.
4.1 Identifies factors which affect adults in their forties in the market place.

LESSON SIX

ADULTS

LEARNING STRATEGIES	INSTRUCTIONAL RESOURCES
View and discuss filmstrip presentation.	Filmstrip: The Changing Forties Discussion Question Sheet: The Changing Forties Appendix: p. 203
Play the nutrition game.	Game: Soup's On National Health Systems
View and discuss filmstrip presentation.	Filmstrip: Spending Your Food Dollars
Prepare, cook, and serve menu items. Menu: Fried Eggplant Lemon Pudding Cheesecake Spinach Casserole Green Bean Casserole Lasagne Garlic Bread	Equipment and Supplies: Filmstrip projector Cassette player Food preparation and service utensils and equipment. Food supplies Recipes: Appendix: pp. 205-211
Receive class attendance award certificates.	Certificate: Class Attendance Award Appendix: p. 212

NUTRITION EDUCATION
LESSONS
FOR
EARLY ADOLESCENTS

73

LESSON ONE

EARLY ADOLESCENTS

LESSON ONE
EARLY ADOLESCENTS

CONCEPTS/SUBCONCEPTS

1.0 Factors Affecting Food Choices
    1.1 Cultural Background
    1.2 Individual Preferences
    1.3 Family and Community Resources

COMPETENCIES

1.1 Analyze factors affecting food choices according to cultural background, individual preferences, and family and community resources.

T.P.O.'s

1.1 Compile a list of food likes and dislikes and give factors which affect those food choices. Relate each food choice or rejection to the following factors:
    (a) cultural influence;
    (b) personal preference or taste;
    (c) family resources; and
    (d) community resources.

I.P.O.'s

1.1 Identifies factors which affect food choices.

1.1 Compares foods from different cultural backgrounds.

1.1 Defines family and community resources.

LESSON ONE

EARLY ADOLESCENTS

LEARNING STRATEGIES	INSTRUCTIONAL RESOURCES
Complete and discuss worksheet.	Worksheets: *Getting to Know You* Appendix: pp. 98-101
View and discuss filmstrip presentation.	Filmstrip: *The Food We Eat*
	Discussion Question Sheet: *The Food We Eat* Appendix: p. 102
Compile a list of foods disliked as a child and discuss influences that created likes and dislikes in small groups and present ideas to class.	
Observe demonstration of multicultural menu.	
Sample and compare demonstrated foods from different cultural backgrounds.	Equipment and Supplies: Chalkboard Filmstrip projector Cassette player Food preparation and service utensils and equipment Food supplies Recipes: Appendix: pp. 103-112
Discuss similarities and differences in foods for each culture.	
Menu Demonstrated: Fricase De Pollo Arroz Blanco Meat Loaf Macaroni & Cheese Spaghetti Pizza Style Crepes a l'Orange Chinese Vegetables Tossed Vegetable Salad Cafe Expreso Cherry Lemonade	
AT HOME: Record on worksheet your food intake for one day during the week that all family members can eat together.	Chart: *One Day Food Intake Chart* Appendix: pp. 113-114

LESSON TWO

EARLY ADOLESCENTS

77

LESSON TWO
EARLY ADOLESCENTS

CONCEPTS/SUBCONCEPTS

2.0 Nutrition
  2.1 Nutrients
  2.2 Basic Four Food Groups

COMPETENCIES

2.1 Analyzes the nutrients necessary for good nutrition.

2.2 Recognizes the importance of including the Basic Four Food Groups in planning individual food consumption.

T.P.O.'s

2.1 Given a list of the essential nutrients, identify the food sources of each with 80% accuracy.

2.2 Given your family's meals for one day and a Food Intake Chart, evaluate menus to determine how they meet the Basic Four Food Group requirements with 80% accuracy. Indicate what needs to be added. Use evaluation device in Appendix, pp. 116-117.

I.P.O.'s

2.1 Defines good nutrition.
2.1 Defines nutrients.
2.1 Lists nutrients.
2.1 Names food sources of each nutrient.

2.2 Lists the Basic Four Food Groups.
2.2 Describes ways to use the Basic Four Food Groups to meet nutritional needs.
2.2 Evaluates personal and family eating habits in relation to intake of the Basic Four Food Groups.
2.2 Prepares foods from the fruit and vegetable food group.

LESSON TWO

EARLY ADOLESCENTS

LEARNING STRATEGIES	INSTRUCTIONAL RESOURCES
Complete Basic Four Food Intake Chart and make suggestions for correcting deficiencies.	Chart: Basic Four Food Intake Chart Appendix: pp. 116-117
Discuss and complete Basic Four Food Group worksheet.	Worksheet: Basic Four Food Groups Appendix: pp. 118-119
Discuss suggestions with the class.	Discussion Question Sheets: The Basic Four Food Groups Appendix: pp. 118-119
In groups, participate in grab-bag exercise.	Instruction Sheet: The Basic Four Food Group Grab-Bag Exercise Appendix: p. 138
View and discuss filmstrip presentation.	Filmstrip: The Vegetable and Fruit Group Discussion Question Sheets: Fruits and Vegetables Appendix: pp. 132-133
Play the Food Bingo game.	Game: The Four Food Groups For Better Meals Bingo Game U.S. Department of Agriculture
Prepare, cook and serve menu items. Menu: Baked Squash Eggplant Beef Broccoli Casserole Fresh Cut Vegetables & Dip Fruit Salad Platanos Fritos	Equipment and Supplies: Filmstrip projector Cassette player Food preparation and service utensils and equipment Food supplies Recipes: Appendix: pp. 146-147
AT HOME: Find and prepare a new recipe from the fruit and vegetable food group. Bring recipe to class and share your results and how your family enjoyed this dish. Complete worksheet.	Worksheet: Take A Stand! Appendix: p. 147

LESSON THREE

EARLY ADOLESCENTS

LESSON THREE
EARLY ADOLESCENTS

CONCEPTS/SUBCONCEPTS

2.0 Nutrition
    2.1 Nutrients
    2.2 Basic Four Food Groups

COMPETENCIES	T.P.O.'s
2.1 Analyzes the nutrients necessary for good nutrition.	2.1 Given a list of the essential nutrients, identify the food sources of each with 80% accuracy.
2.2 Recognizes the importance of including the Basic Four Food Groups in individual food consumption.	2.2 Given your family's meals for one day and a Food Intake Chart, evaluate each menu to determine how well they meet the Basic Four Food Group requirements, indicating what needs to be added, with 80% accuracy. Use evaluation device in Appendix, pp. 116-117.

I.P.O.'s

2.1 Defines good nutrition.
2.1 Defines nutrients.
2.1 Lists nutrients.
2.1 Names food sources of each nutrient.
2.1 Names nutrients from the Meat Food Group.
2.1 Lists functions of the essential nutrients.

2.2 Lists the Basic Four Food Groups.
2.2 Describes ways to use the Basic Four Food Groups to meet nutritional needs.
2.2 Evaluates personal and family eating habits in relation to intake of the Basic Four Food Groups.
2.2 Prepares foods from the Meat Food Group.
2.2 Uses proper procedures for buying and storing food from the Meat Food Group.

LESSON THREE

EARLY ADOLESCENTS

LEARNING STRATEGIES	INSTRUCTIONAL RESOURCES
View and discuss filmstrip presentation.	Filmstrip: You Are What You Eat
Using transparency, discuss the essential nutrients, their sources, and their functions.	Transparency: Essential Nutrients Appendix: p. 166
Discuss and complete worksheet.	Worksheets: Essential Nutrients Appendix: pp. 167-168
Play the nutrition game.	Game: Wheels - National Health Systems
View and discuss filmstrip presentation.	Filmstrip: The Meat Group
Complete and discuss worksheet on how to buy and store food from the meat group.	Worksheet: How Would You Handle It? Appendix: pp. 150-151
Prepare, cook, and serve menu items. Menu: Chuckwagon Burgers Tacos Pizza Sausage Quiche Picadillo con Arroz Blanco	Equipment and Supplies: Filmstrip projector Cassette player Overhead projector Food preparation and service utensils and equipment Food supplies Recipes: Appendix: pp. 169-174
AT HOME: Make a list of the different meat dishes you will eat this week and bring to class to share.	

LESSON FOUR

EARLY ADOLESCENTS

83

LESSON FOUR
EARLY ADOLESCENTS

COMPETENCIES

2.1 Analyzes the nutrients necessary for good nutrition.

2.2 Recognizes the importance of including the Basic Four Food Groups in planning individual food consumption.

CONCEPTS/SUBCONCEPTS

2.0 Nutrition
  2.1 Nutrients
  2.2 Basic Four Food Groups

T.P.O.'s

2.1 Given a list of the essential nutrients, identify the food source of each with 80% accuracy.

2.2 Given your family's meals for one day and a Food Intake Chart, evaluate each menu to determine how well they meet the Basic Four Food Group requirements with 80% accuracy. Indicate what needs to be added. Use evaluation device in Appendix, pp. 116-117.

I.P.O.'s

2.1 Defines good nutrition.
2.1 Defines nutrients.
2.1 Lists nutrients.
2.1 Names food sources of each nutrient.
2.1 Names nutrients from the Bread and Cereal Food Group.
2.1 Lists functions of the essential nutrients.

2.2 Lists the Basic Four Food Groups.
2.2 Describes ways to use the Basic Four Food Groups to meet nutritional needs.
2.2 Evaluates personal and family eating habits in relation to intake of the Basic Four Food Groups.
2.2 Prepares foods from the Bread and Cereal Food Group.
2.2 Uses proper procedures for buying and storing food from the Bread and Cereal Food Group.

LESSON FOUR

EARLY ADOLESCENTS

LEARNING STRATEGIES	INSTRUCTIONAL RESOURCES
View and discuss filmstrip presentation.	Filmstrip: Principles of Meal Planning
Discuss suggestions with the class.	Discussion Question Sheets: Sound Nutritional Planning Appendix: pp. 177-179
Using transparencies, discuss what makes meals appealing, how Recommended Daily Allowances (RDA's) affect meal planning, breakfast foods, and snack foods.	Transparencies: Meals That Appeal The RDA: Where Meal Planning Begins What About Breakfast? Supersnacks Butterick Meal Planning Series
Using worksheets, discuss saving time, money, and energy in the kitchen.	Worksheets: Are You A Savvy Saver? Appendix: pp. 180-181
View and discuss filmstrip presentation.	Filmstrip: The Bread and Cereal Group
	Discussion Question Sheet: The Bread and Cereal Group Appendix: p. 184
Play the nutrition and exercise game.	Game: Nutrition and Exercise Nasco

LESSON FOUR
EARLY ADOLESCENTS
(Continued)

COMPETENCIES

3.1 Comprehends factors that affect meal planning for the family.

CONCEPTS/SUBCONCEPTS

3.0 Meal Planning
  3.1 Individual Food Needs and Choices
  3.2 Cost of Food
  3.3 Availability of Food
  3.4 Time Available
  3.5 Equipment Available

T.P.O.'s

3.1 Given your family situation, plan menus for one week according to:
  (a) family needs and choices;
  (b) availability of food (season, geographical area);
  (c) time available;
  (d) equipment available.

I.P.O.'s

3.1 Plans sound nutritional menus for the family.
3.1 Identifies factors that affect the food needs and choices of various family members.
3.1 Identifies strategies to get the most value from the food dollar.
3.1 Lists factors which influence food purchases.

LESSON FOUR

EARLY ADOLESCENTS
(Continued)

LEARNING STRATEGIES

Prepare, cook, and serve menu items.

Menu:
- Sopapillas
- Banana Nut Bread
- Zucchini Bread
- Pancakes/Syrup
- Oatmeal Chocolate Chip Cookies
- Torticas De Moron
- Cafe Con Leche

AT HOME:

Plan, with your parent, in writing, this week's meals for your family and prepare them. Bring menus to class and share results such as nutritional improvements, time saving techniques, cost, and family's reaction to meals.

INSTRUCTIONAL RESOURCES

Equipment and Supplies:
- Filmstrip projector
- Cassette player
- Overhead projector
- Food preparation and service utensils and equipment
- Food supplies
- Recipes:
  - Appendix: pp. 187-191

LESSON FIVE

EARLY ADOLESCENTS

LESSON FIVE
EARLY ADOLESCENTS

CONCEPTS/SUBCONCEPTS

2.0 Nutrition
  2.1 Nutrients
  2.2 Basic Four Food Groups

COMPETENCIES

2.1 Analyzes the nutrients necessary for good nutrition.

2.2 Recognizes the importance of including the Basic Four Food Groups in planning individual food consumption.

T.P.O.'s

2.1 Given a list of the essential nutrients, identify the food source of each with 80% accuracy.

2.2 Given your family's meals for one day and a Food Intake Chart, evaluate each menu to determine how well they meet the Basic Four Food Group requirements with 80% accuracy. Indicate what needs to be added. Use evaluation device in Appendix, pp. 116-117.

I.P.O.'s

2.1 Defines good nutrition.
2.1 Defines nutrients.
2.1 Lists nutrients.
2.1 Names food sources of each nutrient.
2.1 Names nutrients from the Dairy Food Group.
2.1 Lists functions of the essential nutrients.

2.2 Lists the Basic Four Food Groups.
2.2 Describes ways to use the Basic Four Food Groups to meet nutritional needs.
2.2 Evaluates personal and family eating habits in relation to intake of the Basic Four Food Groups.
2.2 Prepares foods from the Dairy Food Group.
2.2 Uses proper procedures for buying and storing food from the Dairy Food Group.

LESSON FIVE

EARLY ADOLESCENTS

LEARNING STRATEGIES	INSTRUCTIONAL RESOURCES
View and discuss filmstrip presentation.	Filmstrip: Spending Your Food Dollars
Discuss and complete worksheet on the newspaper food activity.	Worksheets: Buying Food Appendix: pp. 193-194
View and discuss filmstrip presentation.	Filmstrip: The Milk Group
Discuss and complete worksheet on the dairy group.	Worksheet: Push The Button Appendix: pp. 195-196
Prepare, cook, and serve menu items.	Equipment and Supplies: Filmstrip projector Cassette player Food preparation and service utensils and equipment Food supplies Recipes: Appendix: pp. 197-201
Menu: Flan Grilled Cheese Sandwich Nachos with Cheese Ice Cream Golden Cheese Spread Creamy Potato Soup	
AT HOME: Make a list of the dairy products you buy this week and bring the list to class.	

LESSON FIVE
EARLY ADOLESCENTS
(Continued)

COMPETENCIES

3.1 Comprehends factors that affect meal planning for the family.

CONCEPTS/SUBCONCEPTS

3.0 Meal Planning
- 3.1 Individual Food Needs and Choices
- 3.2 Cost of Food
- 3.3 Availability of Food
- 3.4 Time Available
- 3.5 Equipment Available

T.P.O.'s

3.1 Given your family situation, plan menus for one week according to:
- (a) family needs and choices;
- (b) availability of food (season, geographical area);
- (c) time available;
- (d) equipment available.

I.P.O.'s

- 3.1 Plans sound nutritional menus for the family.
- 3.1 Identifies factors that affect the food needs and choices of various family members.
- 3.1 Identifies strategies to get the most value from the food dollar.
- 3.1 Lists factors which influence food purchases.

LESSON FIVE

EARLY ADOLESCENTS
(Continued)

LEARNING STRATEGIES	INSTRUCTIONAL RESOURCES
View and discuss filmstrip presentation.	Filmstrip: Spending Your Food Dollars
Discuss and complete worksheet on the newspaper food activity.	Worksheets: Buying Food Appendix: pp. 193-194
View and discuss filmstrip presentation.	Filmstrip: The Milk Group
Discuss and complete worksheet on the dairy group.	Worksheet: Push The Button Appendix: 195-196
Prepare, cook, and serve menu items.	Equipment and Supplies: Filmstrip projector Cassette player Food preparation and service utensils and equipment Food supplies Recipes: Appendix: pp. 197-201
Menu: Flan Grilled Cheese Sandwich Nachos with Cheese Ice Cream Golden Cheese Spread Creamy Potato Soup	
AT HOME: Make a list of the dairy products you buy this week and bring the list to class.	

LESSON FIVE
EARLY ADOLESCENTS
(Continued)

COMPETENCIES

4.1 Comprehends facts that affect the consumer in the marketplace.

CONCEPTS/SUBCONCEPTS

4.0 Consumer In The Market Place
  4.1 Planned Spending
  4.2 Comparative Shopping
  4.3 Food Markets

T.P.O.'s

4.1 Using current newspaper food advertisements, plan food purchases for a menu. Take into account:
  (a) your family's needs;
  (b) your budget;
  (c) ways to get the most nutrition for your money.

I.P.O.'s

4.1 Develops skills necessary to become a comparison shopper.

4.1 Identifies factors for selecting an appropriate market for food shopping.

LESSON FIVE

EARLY ADOLESCENTS
(Continued)

LEARNING STRATEGIES	INSTRUCTIONAL RESOURCES
View and discuss filmstrip presentation.	Filmstrip: Spending Your Food Dollars
Discuss and complete worksheet on the newspaper food activity.	Worksheets: Buying Food Appendix: pp. 193-194
View and discuss filmstrip presentation.	Filmstrip: The Milk Group
Discuss and complete worksheet on the dairy group.	Worksheet: Push The Button Appendix: 195-196
Prepare, cook, and serve menu items. Menu: Flan Grilled Cheese Sandwich Nachos with Cheese Ice Cream Golden Cheese Spread Creamy Potato Soup	Equipment and Supplies: Filmstrip projector Cassette player Food preparation and service utensils and equipment Food supplies Recipes: Appendix: pp. 197-201
AT HOME: Make a list of the dairy products you buy this week and bring the list to class.	

LESSON SIX

EARLY ADOLESCENTS

LESSON SIX
EARLY ADOLESCENTS

COMPETENCIES

4.1 Comprehends factors that affect the consumer in the market place.

CONCEPTS/SUBCONCEPTS

4.0 Consumer in the Market Place
  4.1 Planned Spending
  4.2 Comparative Shopping
  4.3 Food Markets

T.P.O.'s

4.1 Using current newspaper food advertisements, plan food purchases for a menu. Take into account:
  (a) your family's needs;
  (b) your budget;
  (c) how to get the most nutrition for your money.

I.P.O.'s

4.1 Develops skills necessary to become a comparison shopper.
4.1 Identifies factors for selecting an appropriate market for food shopping.
4.1 Uses strategies to get the most value from the food dollar.
4.1 Uses comparative shopping procedures.
4.1 Identifies nutrition factors which affect the teenager.

LESSON SIX

EARLY ADOLESCENTS

LEARNING STRATEGIES	INSTRUCTIONAL RESOURCES
View and discuss filmstrip presentation.	Filmstrip: The Teenager Vs. Nutrition
	Discussion Question Sheet: The Teenager Vs. Nutrition Appendix: p. 204
Play the nutrition game.	Game: Soup's On National Health Systems
View and discuss filmstrip presentation.	Filmstrip: Shopping For Food
Prepare, cook, and serve menu items. Menu: Fried Eggplant Lemon Pudding Cheesecake Spinach Casserole Green Bean Casserole Lasagne Garlic Bread	Equipment and Supplies: Filmstrip projector Cassette player Food preparation and service utensils and equipment Food supplies Recipes: Appendix: pp. 205-211
Receive class attendance award certificates.	Certificate: Class Attendance Award Appendix: p. 212

APPENDICES
FOR
LESSONS

APPENDICES

LESSON ONE

LESSON ONE
GETTING TO KNOW YOU
WORKSHEET

Directions:

Your ideas about eating influence the decisions you make about what to make, and how much time, money and energy to spend for meals at home or outside your home. Record your opinions in the chart below by putting a checkmark in the appropriate column.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
1. Cooking is fun.					
2. Making Meals takes a lot of time.					
3. Leftovers make good meals.					
4. Eating out is more fun than eating at home.					
5. Low cost meals taste as good as more expensive ones.					
6. Eating alone is nice.					
7. Nutritious food doesn't taste as good as "junk" food.					
8. Planning weekly menus saves time.					
9. Most families like to eat meals together.					
10. Knowing how to store food correctly helps you save time, money and energy in preparing meals.					

LESSON ONE
GETTING TO KNOW YOU
WORKSHEET
(Continued)

Directions: Read questions and record your answer in Column I using your best guess. After keeping a record for 7 days, record the actual amount involved in Column II.

	Column I	Column II
Food Related Practices	Give Your Best Guess Here.	Keep A Recor For 7 Days. What Is The Actual Amoun
1. How many meals are served to your whole family each week?		
2. How many meals are eaten in cafeterias or restaurants. Count each meal eaten by each person. Add them for a total.		
3. How much TIME is spent? Respond to A, B, and C below:		
a. how many times per week do members of your family shop for food?		
b. hours spent grocery shopping.		
c. hours spent cleaning up after meals.		
4. How much MONEY is spent? Respond to A, B and C below:		
a. cost of groceries for family meals.		
b. cost of snack foods.		
c. cost of meals outside the home.		
5. How often are leftovers used for other meals?		
6. How many servings of food are thrown away each week?		

LESSON ONE

CONOCIENDOLE MEJOR

Su modo de pensar sobre comer tiene influencia sobre las decisiones que usted toma sobre lo que hacer, y cuanto tiempo, dinero y energía gastar en comer en la casa o fuera de ella. Anote sus opiniones en la siguiente tabla.

	Muy de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo	Ninguna opinion
1. Cocinar es divertido.					
2. Preparar la comida lleva mucho tiempo.					
3. Con los sobrantes se hacen buenas comidas.					
4. Comer fuera es más divertido que comer en casa.					
5. Las comidas baratas saben tan sabrosas como las caras.					
6. Comer a solas es agradable.					
7. Las comidas nutritivas no son tan sabrosas como las "chucherías".					
8. Planear los menús semanales ahorran dinero.					
9. A la mayoría de las familias les gusta comer juntas.					
10. Saber como envasar la comida correctamente ayuda a ahorrar tiempo, dinero y energía al preparar la comida.					

LESSON ONE
CONOCIENDOLE MEJOR

Su modo de pensar sobre comer tiene influencia sobre las decisiones que usted toma sobre lo que hacer, y cuanto tiempo, dinero y energía gastar en comer en la casa o fuera de ella. Anote sus opiniones en la siguiente tabla.

	Anote Aquí Lo Que Supone	Mantenga Un Lista Durant 7 Días. Cuál Es La Verdadera Cantidad?
1. Cuántas comidas se le sirven a su familia semanalmente?		
2. Comen en cafeterías o restaurantes? Cuente cada comida que cada familiar ha comido. Súmelas y obtenga el total.		
3. Cuánto TIEMPO se emplea?		
a. cuántas veces a la semana van a comprar alimentos los miembros de su familia?		
b. horas empleadas en comprar alimentos.		
c. horas empleadas en preparar la comida.		
d. horas empleadas en recoger y limpiar despues de comida.		
4. Cuánto DINERO se gasta?		
a. costo de alimentos para la comida de la familia.		
b. costo de alimentos para meriendas.		
c. costo de las comidas fuera de la casa.		
5. Cuántas veces se usan los sobrantes para otras comidas?		
6. Cuántas porciones de comida se botan semanalmente?		

LESSON ONE

DISCUSSION QUESTION SHEET

THE FOOD WE EAT

Lesson One

1. What factors influence eating habits?

2. List three foods typical of other cultures.

3. What role does food play in your ethnic and social traditions?

104

RECIPE FOR LESSON ONE

CHICKEN STEW
FRICASE DE POLLO

2	chickens (2 lbs. each)
3	garlic cloves
1	lime (juice)
1	large green pepper (sliced)
1	large onion
1	can tomato sauce (8oz.)
1/2	cup green olives
2	teaspoons salt
1/4	teaspoon pepper
1	cup dry cooking sherry
1	lb. potatoes
1/2	cup water
1/3	cup oil

2	pollos (2 lbs.c/u)
3	dientes de ajo
1	limón
1	ají grande
1	cebolla grande
1	lata salsa de tomate (8oz.)
1/3	taza aceite
1/2	taza de aceitunas
2	cdtas. de sal
1/4	cdta. pimienta
1	taza de vino seco
1	lb. papas
1/2	taza de agua

Cut the chickens in quarters and season them with the crushed garlic cloves, lime juice, onion and green pepper slices. Heat the oil and brown the chicken quarters. Add the onion, green pepper and lime juice where the chicken was marinating. Add the tomato sauce, green olives, dry sherry, water, salt and pepper. Cook for 15 minutes. Add cut potatoes and cook until tender (20 minutes). Serves 8.

Corte los pollos en cuartos y adóbelos con ajo machacado, limón, la cebolla y el ají cortados en ruedas. Caliente el aceite y dore en él los cuartos de pollo. Añádales la cebolla, ají y jugo de limón en que estuvieron anteriormente, y después agregue la salsa de tomate, aceitunas, vino seco, agua, sal y pimienta. Cocínese durante 15 minutos. Añada las papas picadas en trozos y cocínese hasta que ablanden (20 minutos). Da 8 raciones.

RECIPE FOR LESSON ONE

WHITE RICE
ARROZ BLANCO

1 1/3	cups rice
2 2/3	cups water
1	teaspoon salt
2	tablespoons oil

1 1/3	tazas de arroz
2 2/3	tazas de agua
1	cucharadita de sal
2	cucharadas de grasa

Heat rice, water and salt to boiling. stirring once or twice. Reduce heat to simmer; cover pan tightly and cook 14 minutes. (Do not lift cover or stir.) Remove pan of cooked rice from heat. Fluff rice lightly with fork; cover and let steam 5 to 10 minutes. Yield: About 4 cups.

Coloque el arroz, agua, grasa, y sal en una cazuela al fuego hasta que hierva, revolviendo una o dos veces. Baje el fuego al mínimo; cubra la cazuela y cocine el arroz durante 14 minutos (no destape la cazuela ni revuelva el arroz). Retire la cazuela del fuego. Revuelva el arroz ligeramente con un tenedor; cúbralo y déjelo reposar por 5 o 10 minutos. Rinde 4 tazas de arroz cocinado.

RECIPE FOR
LESSON ONE

BAR-B-QUE MEAT LOAF
PULPETA DE CARNE

1 1/2	pounds ground beef
1/2	cup fresh bread crumbs
1	onion, finely chopped
1	egg
1 1/2	teaspoons salt
1/4	teaspoon pepper
2	8 ounce cans tomato sauce
1/2	cup water
3	tablespoons vinegar
3	tablespoons brown sugar
2	tablespoons prepared mustard
2	tablespoons Worcestershire sauce

1 1/2	libra de picadillo de res
1/2	taza de migajas de pan fresco
1	cebolla bien picadita
1	huevo
1 1/2	cucharadita de sal
1/4	cucharadita de pimienta
2	latas de 8 onzas de salsa de tomate
1/2	taza de agua
3	cucharadas de vinagre
3	cucharadas de azúcar cruda
2	cucharadas de mostaza preparada
2	cucharadas de salsa inglesa (Worcestershire)

Mix together beef, crumbs, onion, beaten egg, salt, pepper and 1/2 can tomato sauce. Form into loaf, put in shallow pan about 7 x 10 inches. Combine the rest of the sauce and all other ingredients. Pour over loaf. Bake in moderate oven, 350°, for one hour and fifteen minutes.

Mezcle la carne, migajas de pan, la cebolla, el huevo batido, la sal, pimienta y 1/2 taza de salsa de tomate. Dele forma de cilindro y póngala en un recipiente llano resistente al calor, de 7 x 10 pulgadas apróximadamente. Combine el resto de la salsa con los demás ingredientes. Cubra la pulpeta con la salsa. Cocínelo en el horno a 350°F, durante una hora y quince minutos.

RECIPE FOR
LESSON ONE

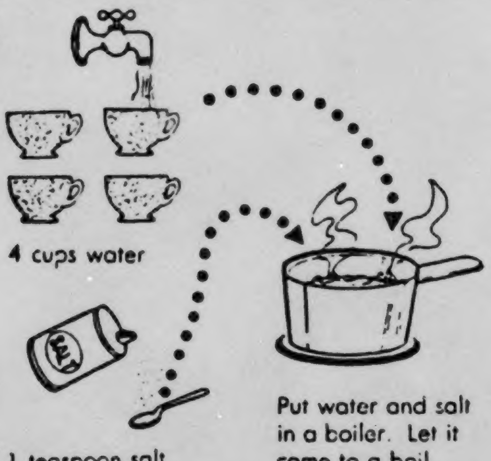
MACARONI and CHEESE
MACARRONES con QUESO

This recipe makes enough for 6 people.

Esta receta da suficiente para 6 personas.

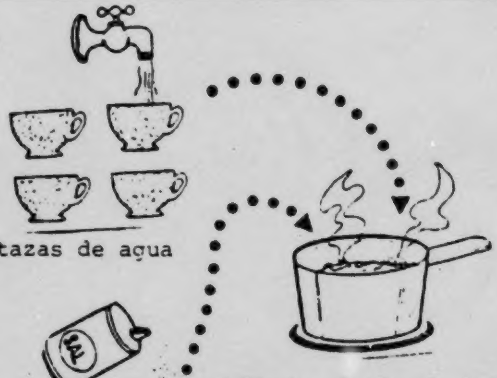
What You Use:		Lo Que Usted Usa:	
4	cups water	4	tazas de agua
1	teaspoon salt	1	cucharadita de sal
1½	cups macaroni	1½	tazas de macarrones
2	tablespoons margarine or butter	2	cucharadas de margarina or mantequilla
1	teaspoon salt	1	cucharadita de sal
2	tablespoons flour	2	cucharadas de harina
2	cups milk	2	tazas de leche
1	cup cheese	1	taza de queso

1


4 cups water
SAL
1 teaspoon salt

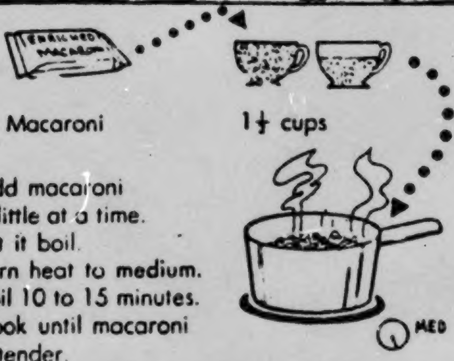
Put water and salt in a boiler. Let it come to a boil.

1


4 tazas de agua
SAL
1 cucharadita de sal

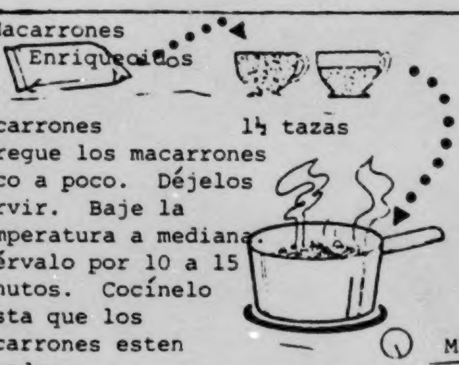
Ponga el agua y la sal en una cazuela a calentar has que rompa a hervir.

2


ENRICHED MACARONI
Macaroni
1½ cups
MED

Add macaroni a little at a time. Let it boil. Turn heat to medium. Boil 10 to 15 minutes. Cook until macaroni is tender.

2


Macarrones Enriquecidos
Macarrones
1½ tazas
MED

Agregue los macarrones poco a poco. Déjelos hervir. Baje la temperatura a mediana. Hiérvalo por 10 a 15 minutos. Cocínelo hasta que los macarrones esten blandos.

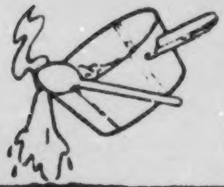
RECIPE FOR
LESSON ONE

MACARONI and CHEESE
MACARRONES con QUESO

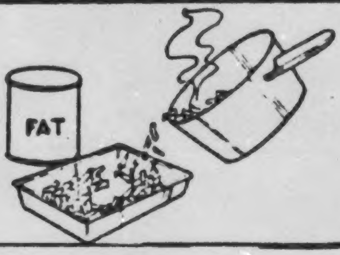
(Continued)

3

Drain water from macaroni.



4

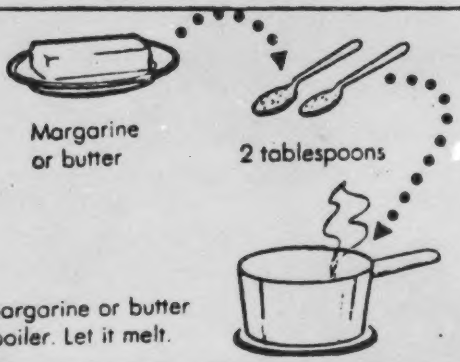


Put macaroni in a greased baking pan

5

Turn on oven. Set it at 375°. This is a medium hot oven.

6

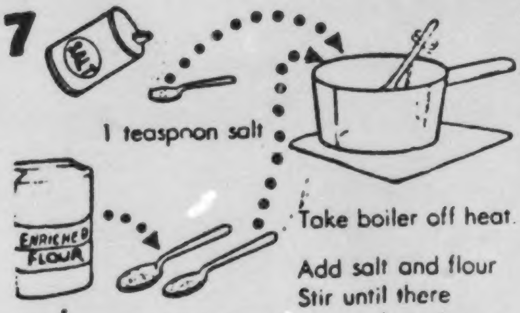


Margarine or butter

2 tablespoons

ut margarine or butter
a boiler. Let it melt.

7



1 teaspoon salt

lour

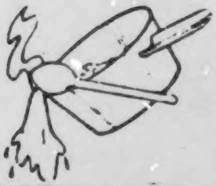
2 tablespoons

Take boiler off heat.

Add salt and flour
Stir until there
are no lumps

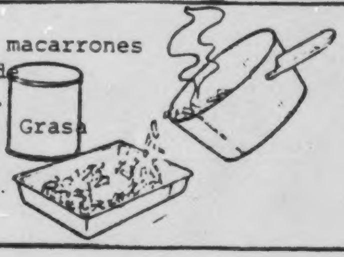
3

Escurra el agua de los macarrones



4

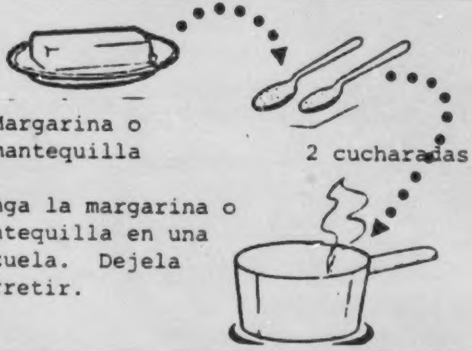
Ponga los macarrones en un molde engrasado.



5

Encienda el horno. Márquelo a 375°. Esta es una temperatura mediana de hornear.

6

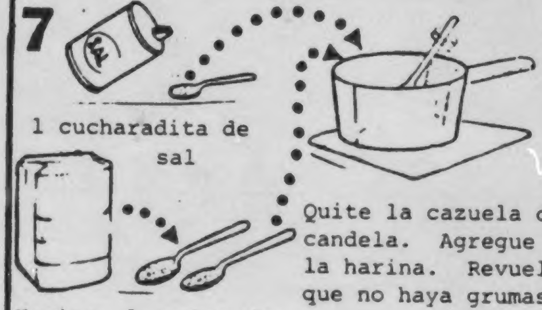


Margarina o mantequilla

2 cucharadas

Ponga la margarina o mantequilla en una cazuela. Dejela derretir.

7



1 cucharadita de sal

Harina Enriquecida

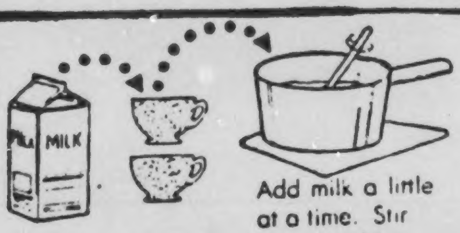
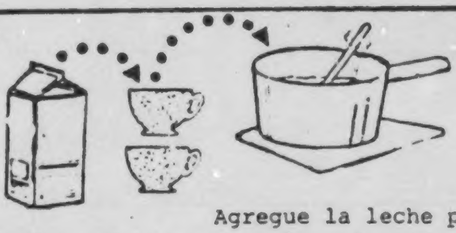
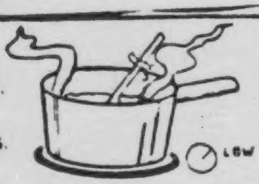
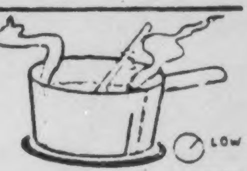
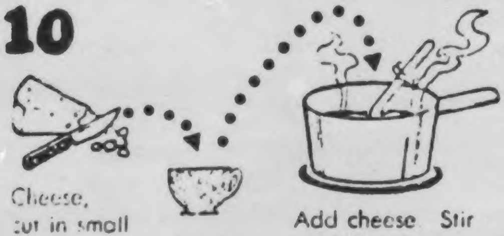
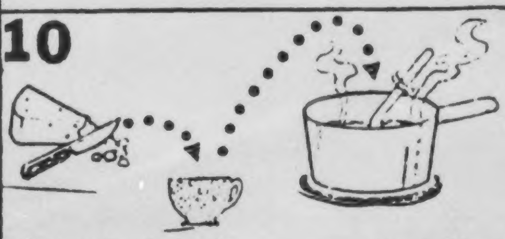
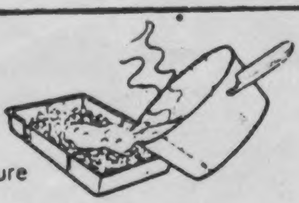
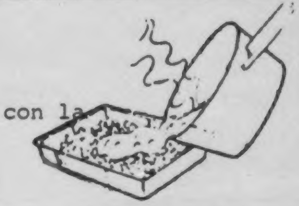
2 cucharadas

Quite la cazuela de la candela. Agregue la sal la harina. Revuelva has que no haya grumas.

RECIPE FOR
LESSON ONE

MACARONI and CHEESE
MACARRONES con QUESO

(Continued)

8  Milk 2 cups Add milk a little at a time. Stir as you add it.	**8**  Leche 2 tazas Agregue la leche poco a poco. Revuelva mientras la agrega.
9 Return boiler to heat. Cook on low heat. Cook 5 to 10 minutes. Stir all the time.  	**9** Ponga la cazuela a calentar de nuevo. Cocínese a baja temperatura, durante 5 o 10 minutos. Revuelva constantemente.  BAJO
10  Cheese, cut in small pieces 1 cup Add cheese. Stir until it melts.	**10**  Queso picado en trocitos 1 taza Agregue el queso. Revuelva hasta que se derrita.
11  Pour cheese mixture over macaroni.	**11** Cubra los macarrones con la mezcla de queso. 
12 Bake in medium hot oven. Bake 30 minutes.	**12** Cocínelo en el horno a mediana temperatura durante 30 minutos. (375°F)

RECIPE FOR
LESSON ONE

SPAGHETTI-PIZZA STYLE
SPAGUETTI AL ESTILO PIZZA

1	cup milk
2	eggs
1	pound thin spaghetti, cooked & drained
2	jars (15 1/2 oz.) Ragu Spaghetti Sauce
1½	cups thinly sliced pepperoni
2	cups shredded mozzarella cheese

1	taza de leche
2	huevos
1	libra de spaguetti fino, cocinado y escurrido
2	pomos (de 15½ onzas) de salsa de spaguetti Ragu
1½	taza de peperoni (salchicha italiana), cortada en lascas finas
2	tazas de queso mozarela rallado

Preheat oven to 350°F.

Beat milk and eggs together; toss with spaghetti. Spread spaghetti mixture in a greased jelly roll pan or roasting pan (11 x 18 inches).
Top with Ragu Spaghetti Sauce.
Arrange pepperoni slices in rows over sauce; sprinkle with cheese.
Bake for 30 minutes. Let stand 5 minutes before cutting into squares with a sharp knife or pizza cutter.
Makes 18 (3 X 4 inch) squares. Serves 8 to 10.

Caliente el horno a 350°F.

Bata juntos la leche y los huevos; mézclelos ligeramente con el spaguetti. Coloque la mezcla en un recipiente de hornear de (11 x 18) pulgadas.
Cúbralo con la salsa de spaguetti Ragu.
Coloque las lascas de peperoni en hilera sobre la salsa; cúbralo con el queso.
Cocínelo al horno durante 30 minutos. Déjelo reposar 5 minutos antes de cortarlo en trozos cuadrados con un cuchillo afilado o un cortador de pizza. Rinde 18 porciones de 3 x 4 pulgadas. Sirve de 8 a 10 personas.

RECIPE FOR
LESSON ONE

CREPES
CREPES

Yield 1 doz. (6 servings)

2	eggs
2/3	cup milk
1	tablespoon melted shortening
1/2	cup sifted flour
1/4	teaspoon salt
1	teaspoon sugar

1. Beat eggs thoroughly; add milk and shortening.
2. Sift flour with salt and sugar, add to egg mixture.
3. Beat until smooth with egg beater.
4. Brown in greased pan both sides turning once. (5" rounds)

Rinde 1 doz. (6 porciones)

2	huevos
2/3	tazas de leche
1	cucharada de grasa derretida
1/2	taza de harina
1/4	cucharadita de sal
1	cucharadita de azucar

1. bata bien los huevos; agregue la leche y la grasa.
2. Cierna las harina con la sal y el azucar; agreguese a la mezcla de huevos.
3. Batase con la batidora de huevos hasta que la mezcla este suave.
4. Dorese por ambos lados en una sarten engrasada. (circulos de 5')

RECIPE FOR LESSON ONE

CREPES
(Continued)

SAUCE
SALSA

1	cup sugar
1	tablespoon cornstarch
	dash salt
	dash cinnamon
3/4	cup boiling water
2	tablespoons margarine
1	teaspoon grated orange rind
1/4	cup orange juice
1	tablespoon lemon juice

1. Combine sugar and cornstarch, add salt, cinnamon and water.
2. Add margarine, orange rind, and juices.
3. Boil, stirring constantly for 5 minutes or until thickened. (Spoon over crepes, ignite cubes soaked in orange extract.)

1	taza de azúcar
1	cucharada de maicena
1	pizca de sal
1	pizca de canela
3/4	taza de agua hirviendo
2	cucharadas de margarina
1	cucharadita de cáscara de naranja rallada
1/4	taza de jugo de naranja
1	cucharada de jugo de limón

1. Una el azúcar y la maicena, agregue la sal, la canela y el agua.
2. Agregue la margarina, la ralladura de naranja y los jugos.
3. Póngase a hervir, revolviendo constántemente, durante 5 minutos, o hasta que espese.
4. Cubra los crepes con la salsa (a cucharadas). Enciéndalos con cubitos de azúcar mojados en extracto de naranja.

FILLING
RELLENO

1	paquete de 3 oz. de queso crema
1	cucharada de jugo de naranja
1	cucharadita de azúcar
1	cucharada de cáscara de naranja rallada

1. Suavice el queso crema con el jugo de naranja. Agregue el azúcar y la ralladura de naranja.
2. Cubra los crepes con el relleno y enróllelos; o colóquelos uno sobre otro en grupos de 4 y córtelos en cuñas.

3	oz. pkg. cream cheese
1	tablespoon orange juice
1	teaspoon sugar
1	tablespoon grated orange rind

1. Soften cream cheese with orange juice. Add sugar and rind.
2. Spread on crepes and roll or stack in 4's and cut into wedges.

RECIPE FOR LESSON ONE

CHERRY LEMONADE
LIMONADA DE CEREZA

4	lemons
3/4	cup granulated sugar
3	tablespoons corn syrup
1	cup hot water
4	cups cold water
	ice cubes
1	small bottle ginger ale
	maraschino cherries

4	limones
3/4	taza azúcar granulada
3	cucharadas de sirope de maíz
1	taza de agua caliente
4	tazas de agua fría
	hielo en trozos
1	botella pequeña de Ginger Ale
	cerezas marrasquino

Heat hot water, sugar and syrup in saucepan over low flame, stirring until sugar is dissolved. Let cool. Wash and cut lemons in half and squeeze in lemon squeezer. Add lemon juice to cooled sugar mixture and stir. Remove any floating seeds with teaspoon. Pour lemon mixture over 8 ice cubes in a 2-quart pitcher, and add the cold water. Chill in refrigerator. Just before you serve, add ginger ale and stir. In each glass put 3 ice cubes and a cherry and fill with lemonade. Serves 6 people.

En una cazuela, ponga el agua caliente, el azúcar y el sirope y cocínelo a fuego lento hasta que se disuelva el azúcar. Déjelo enfriar. Lave y corte los limones a la mitad y exprímalos con un exprimidor de limón. Agregue el jugo de limón a la mezcla de azúcar y revuélvalo. Retire cualquier semilla flotante con una cuchara. Vierta la mezcla en una jarra de 2 litros que contenga 8 trozos de hielo, y agregue el agua fría. Déjelo enfriar en el refrigerador. Antes de servirlo, agregue el Ginger Ale y revuélvalo. En cada vaso, coloque 3 trozos de hielo y una cereza, y llene el vaso con limonada. Da para 6 personas.

LESSON ONE

ONE DAY FOOD INTAKE CHART

DIRECTIONS: Select a day that all family members can eat together. Record all foods you eat that day in the appropriate column below:

	BREAKFAST	LUNCH	DINNER	SNACKS

LESSON ONE

CONSUMO DE ALIMENTOS

INSTRUCCIONES: Escoja un día en que todos los miembros de la familia puedan reunirse para cenar. Anote en la columna apropiada todo lo que coman durante ese día.

DESAYUNO	ALMUERZO	CENA	MERIENDA

APPENDICES

LESSON TWO

117

LESSON TWO
BASIC FOUR FOOD INTAKE CHART
(Evaluation Device for TPO 2.2)

Directions:

In the column entitled Meals and Snacks, write your Breakfast, Lunch, Dinner and Snacks. For each Food Group, write the number of servings included from each meal and snack. Show foods you need to add to each meal to meet the Basic Four Food Group requirements.

MEALS AND SNACKS	FOOD GROUP I	FOOD GROUP II	FOOD GROUP III	FOOD GROUP IV
	Milk & Dairy Products 4 or more	Bread, Cereal & Grains 4 or more	Vegetable & Fruit 1 Vitamin C 1 Vitamin A 2 others	Meat, Fish, Poultry or Alternate 2 or more
BREAKFAST MENU:				
Need to add:				
LUNCH MENU:				
Need to add:				
DINNER MENU:				
Need to add:				
LIST OF SNACKS:				

LESSON TWO

LISTA de COMPROBACION de NUTRICION

	GRUPO I	GRUPO II	GRUPO III	GRUPO IV
	Leche y Productos Lácteos 4 o más	Pan, Cereal y Granos 4 o más	Vegetales & Frutas 1 Vitamina C 1 Vitamina A y 2 más	Carne, Pescado, Aves, o equivalente 2 or más
DESAYUNO:				
ALMUERZO:				
CENA:				
MERIENDA				

LESSON TWO

DISCUSSION QUESTION SHEET ON THE BASIC FOUR FOOD GROUPS

PREGUNTAS CLAVES SOBRE LOS CUATRO GRUPOS BASICOS DE ALIMENTOS

Adults
Adultos

1. What are some foods found in the Milk group?
Cuales son algunos alimentos pertenecientes al grupo Lácteo?

2. How many servings do children, teenagers, and adults need from the Milk group each day?
Cuantas porciones del grupo Lácteo necesitan consumir los niños, adolescentes y adul diariamente?

3. What are some foods found in the Meat group?
Cuáles son algunos alimentos pertenecientes al grupo de las Carnes?

4. How many servings do children, teenagers and adults need from the Meat group each day?
Cuántas porciones del grupo de las Carnes necesitan consumir los niños, adolescentes y adultos diariamente?

5. What are some foods found in the Fruit and Vegetable group?
Cuáles son algunos alimentos pertenecientes al grupo de Frutas y Vegetales?

6. How many servings do children, teenagers and adults need from the Fruit and Vegetable group each day?
Cuántas porciones del grupo de Frutas y Vegetales necesitan consumir los niños, adolescentes y adultos diariamente?

7. What are some foods found in the Bread and Cereal group?
Cuáles son algunos de los alimentos pertenecientes al grupo de Pan y Cereales?

8. How many servings do children, teenagers and adults need from the Bread and Cereal group each day?
Cuántas porciones del grupo de Pan y Cereales necesitan consumir los niños adolescentes y adultos diariamente?

LESSON TWO

DISCUSSION QUESTION SHEET ON THE BASIC FOUR FOOD GROUPS

PREGUNTAS CLAVES SOBRE LOS CUATRO GRUPOS BASICOS DE ALIMENTOS

Early Adolescents
Adolescentes Jóvenes

1. What are some foods found in the Milk group?
   Cuáles son algunos alimentos pertenecientes al grupo Lácteo?

2. How many servings do teenagers need from the Milk group each day?
   Cuántas porciones del grupo Lácteo necesitan consumir los adolescentes diariamente?

3. What are some foods found in the Meat group?
   Cuáles son algunos alimentos pertenecientes al grupo de las Carnes?

4. How many servings do teenagers need from the Meat group each day?
   Cuantas porciones del grupo de las Carnes necesitan consumir los adolescentes diaria

5. What are some foods found in the Vegetable and Fruit group?
   Cuáles son algunos alimentos pertenecientes al Grupo de Frutas y Vegetales?

6. How many servings do teenagers need from the Fruit and Vegetable group each day?
   Cuantas porciones del grupo de Frutas y Vegetales necesitan consumir los adolescente
   diariamente?

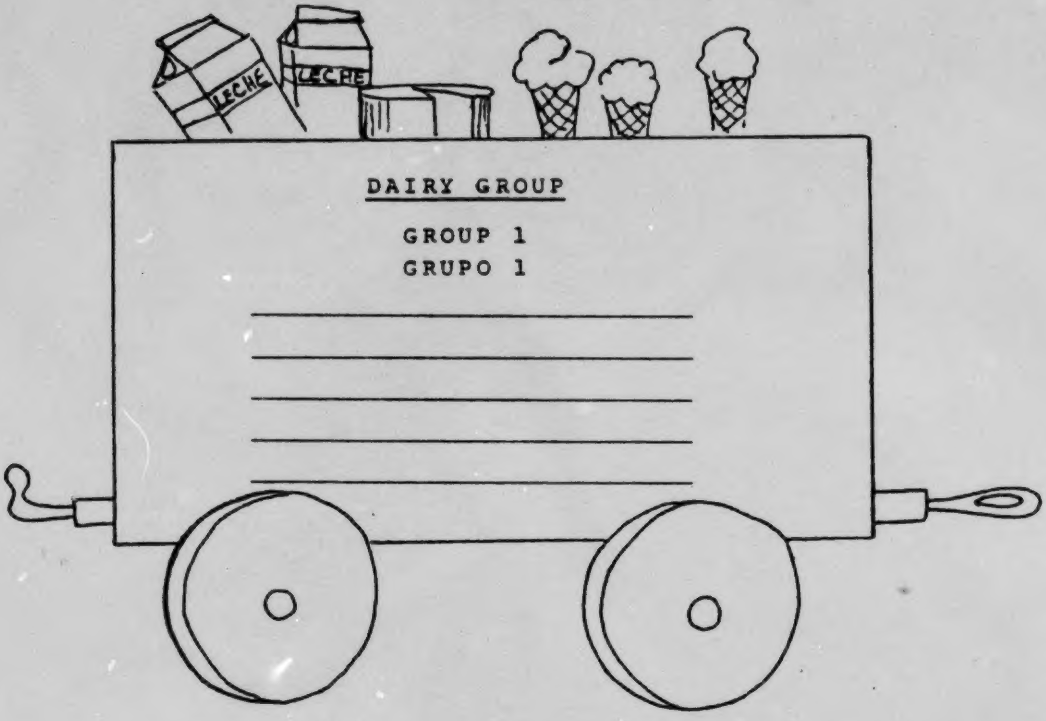
7. What are some foods found in the Bread and Cereal group?
   Cuáles son algunos alimentos pertenecientes al grupo de Pan y Cereales?

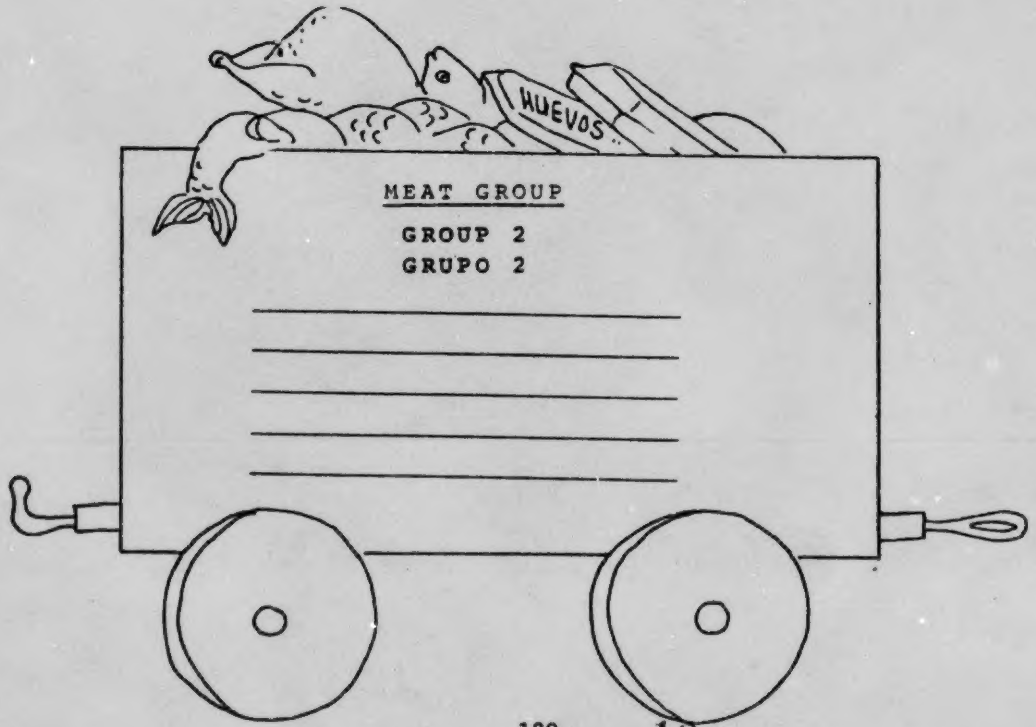
8. How many servings do teenagers need from the Bread and Cereal group?
   Cuantas porciones del grupo de Pan y Cereales necesitan consumir los adolescentes diariamente?

LESSON TWO

BASIC FOUR FOOD TRAIN

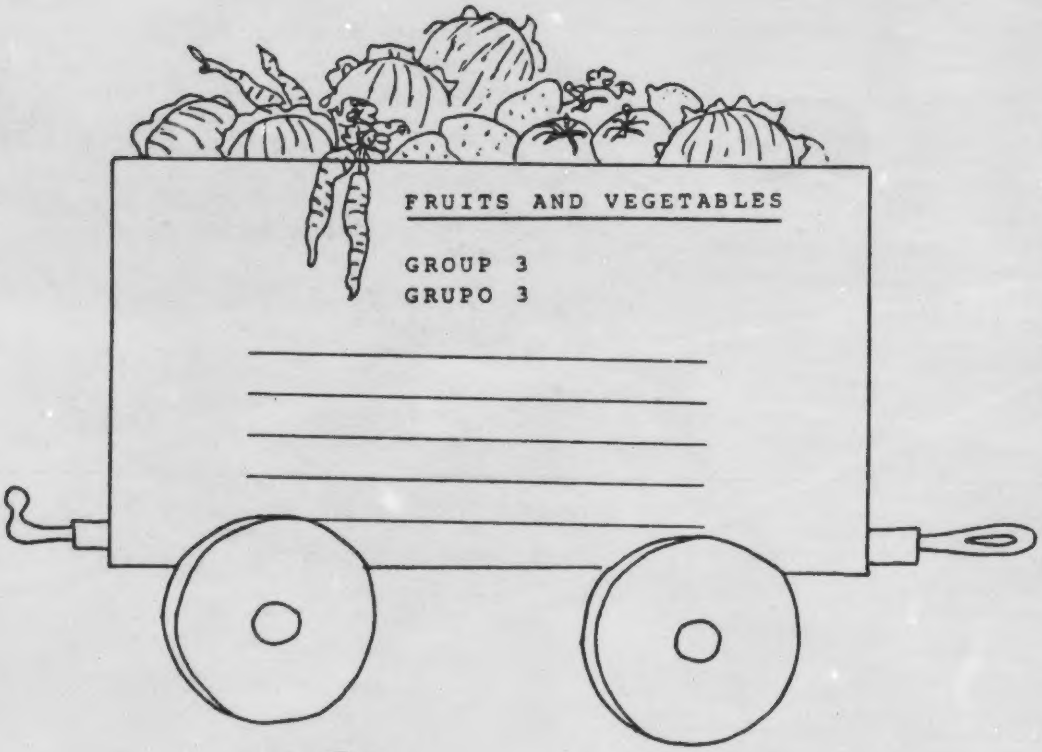
Directions: Fill in each food train car with the proper food for each of the Basic Four Food Groups.

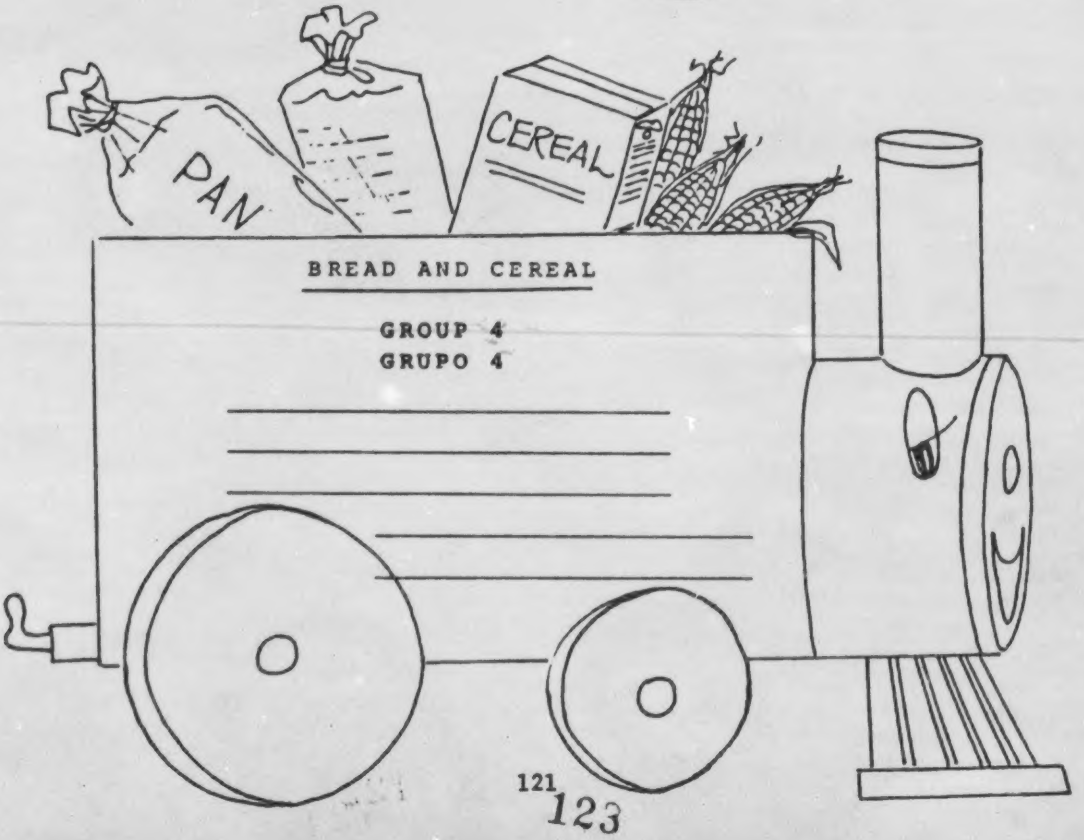

LECHE
LECHE
DAIRY GROUP
GROUP 1
GRUPO 1


HUEVOS
MEAT GROUP
GROUP 2
GRUPO 2

LESSON TWO

BASIC FOUR FOOD TRAIN
(Continued)


FRUITS AND VEGETABLES
GROUP 3
GRUPO 3


PAN
CEREAL
BREAD AND CEREAL
GROUP 4
GRUPO 4

LESSON TWO

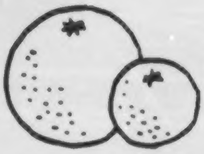
INFORMATION SHEET

UNA VARIEDAD DE FRUTAS Y DE VEGETALES

algunas buenas selecciones para la familia que desea economizar

- Sirva los vegetales, las frutas y los jugos en las comidas ó como merienda.
- Los siguientes vegetales y frutas frescas casi siempre son buenas compras:

Manzanas


Toronjas y Naranjas (Chinas)

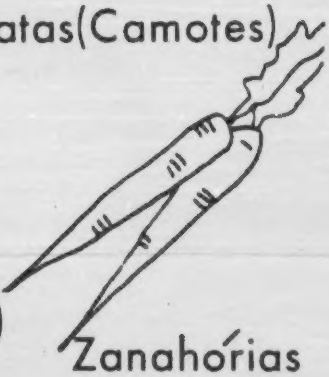
Plátanos (Guineos)

Habichuelas Tiernas (Ejotes)

Papas y Batatas(Camotes)

Nabos

Vegetales con Hojas Verdes, Col (Repollo) y Ápio (Celery)

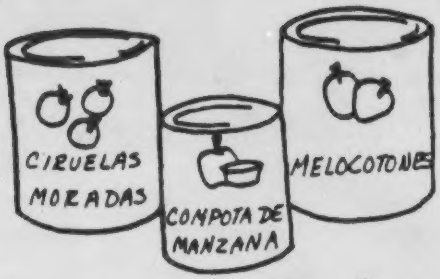

Zanahórias

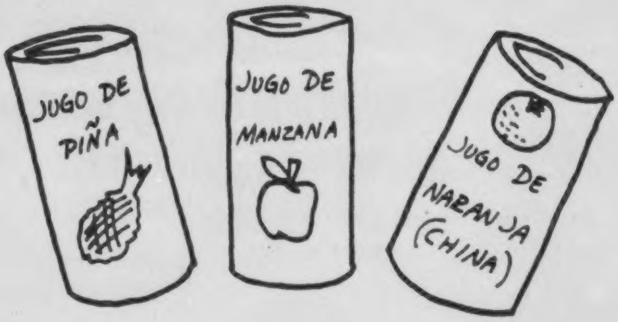
Cebollas

BUSQUE OTRAS BUENAS COMPRAS DURANTE CADA TEMPORADA DEL AÑO

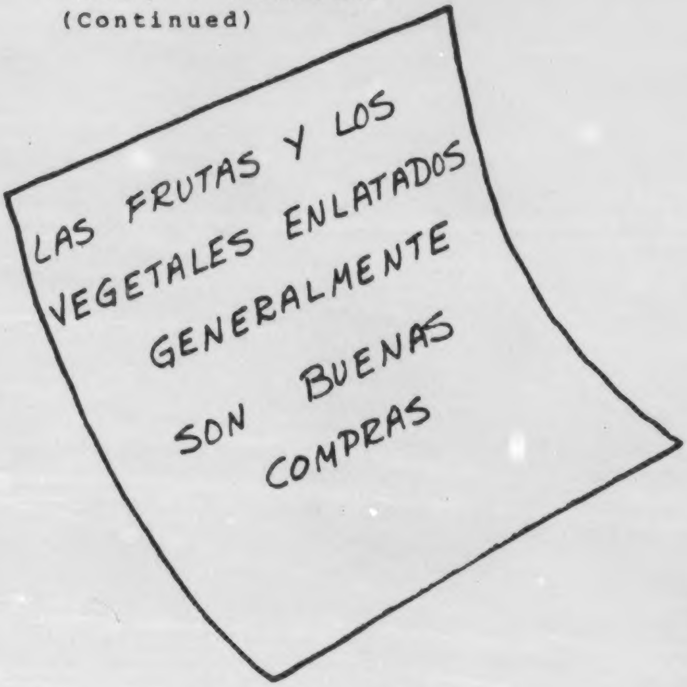
FNS-45 • U.S. Department of Agriculture • Food and Nutrition Service • Agricultural Research Service

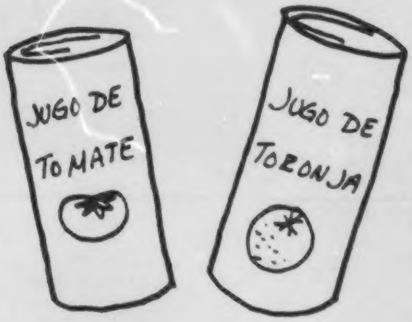
LESSON TWO

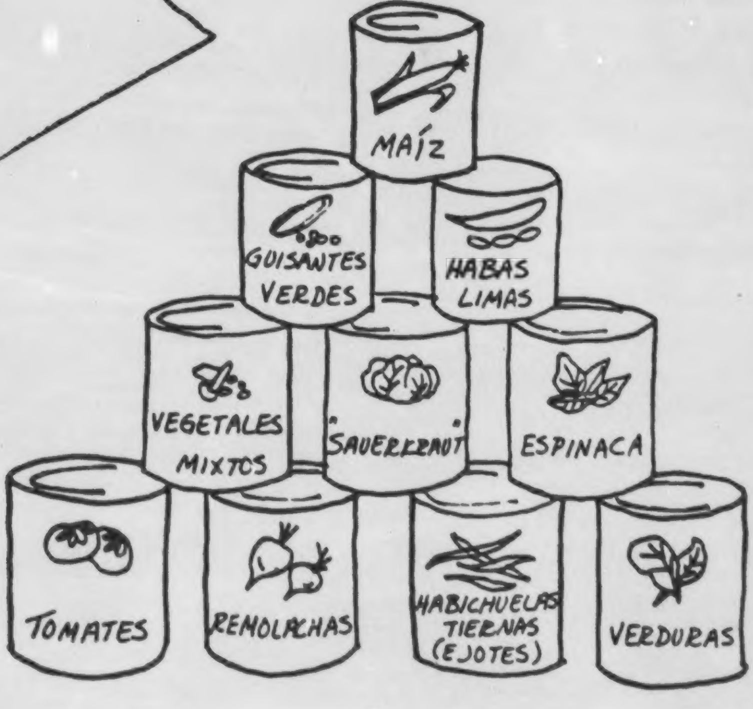

CIRUELAS MORADAS
COMPOTA DE MANZANA
MELOCOTONES


JUGO DE PIÑA
JUGO DE MANZANA
JUGO DE NARANJA (CHINA)

UNA VARIDAD DE
FRUTAS Y VEGETALES
(Continued)


LAS FRUTAS Y LOS VEGETALES ENLATADOS GENERALMENTE SON BUENAS COMPRAS


JUGO DE TOMATE
JUGO DE TORONJA


MAÍZ
GUISANTES VERDES
HABAS LIMAS
VEGETALES MIXTOS
SAUERKRAUT
ESPINACA
TOMATES
REMOLACHAS
HABICHUELAS TIERNAS (EJOTES)
VERDURAS

November 1970

GPO : 1970 O—407-980

For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 - Price 5 cents

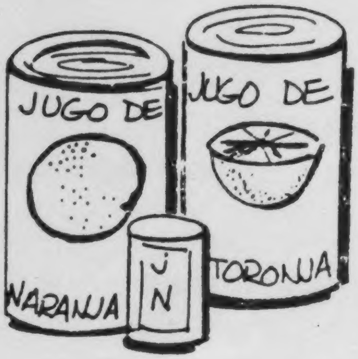
LESSON TWO

INFORMATION SHEET

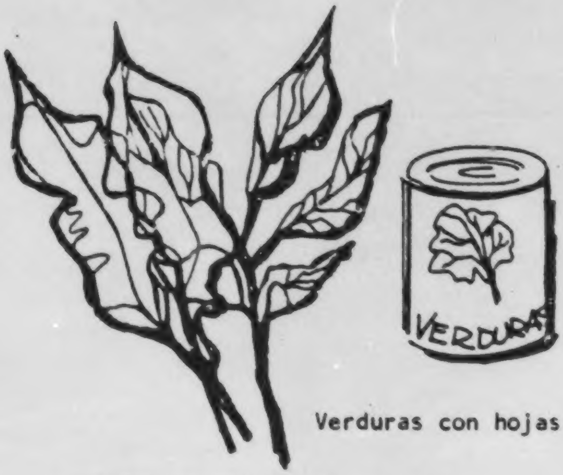
Frutas y Vegetales con Vitamina C

Una buena selección para la familia que desea ahorrar

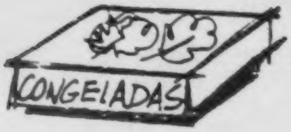
Estos alimentos con Vitamina C son generalmente una buena compra

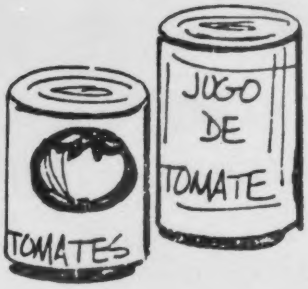

JUGO DE
NARANJA
JUGO DE
TORONJA
J
N

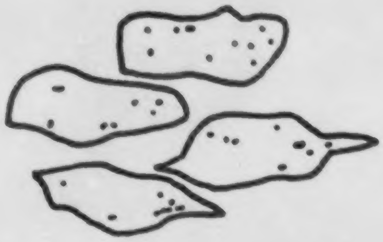
Enlatados o Congelados

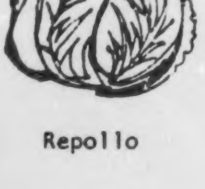


Verduras con hojas grandes


CONGELADAS


TOMATES
JUGO
DE
TOMATE





Repollo

Papas o Camotes

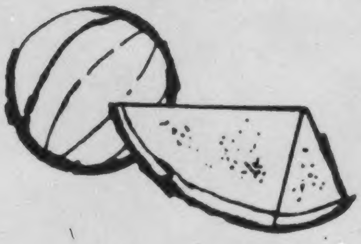
COMA UNO O MAS DE ESTOS ALIMENTOS CON VITAMINA C TODOS LOS DIAS

Florida Agricultural Extension Service
Institute of Food and Agricultural Sciences
University of Florida, Gainesville

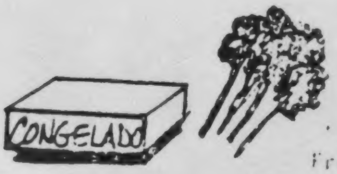
ALGUNOS DE LOS ALIMENTOS CON VITAMINA C SON UNA BUENA COMPRA EN CIERTAS EPOCAS DEL AÑO

LESSON TWO
FRUTAS Y VEGETALES CON VITAMINA C
(Continued)

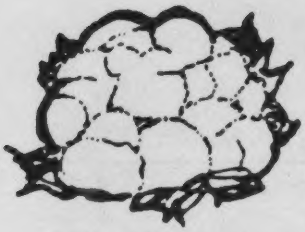
Fresas



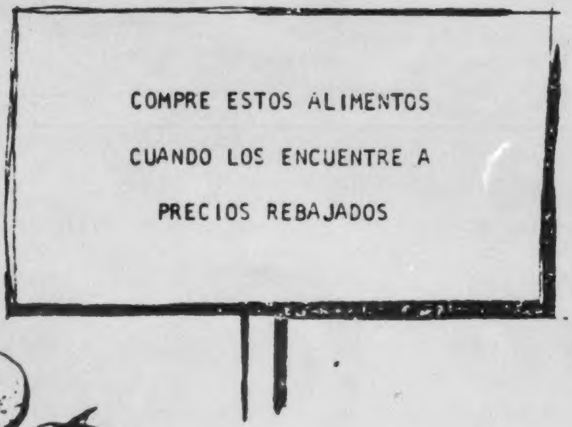
Melones y Sandías



Brocoli



Coliflor

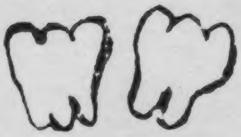


COMPRE ESTOS ALIMENTOS

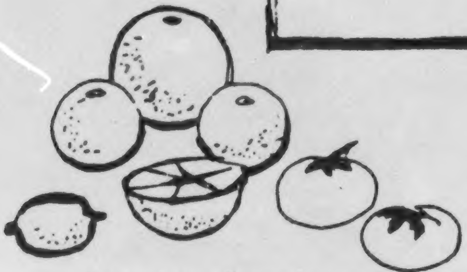
CUANDO LOS ENCUENTRE A

PRECIOS REBAJADOS

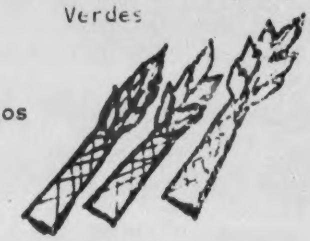
Bretones



Pimientos Rojos y
Verdes

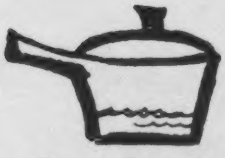


Naranjas, Toronjas y
otras frutas cítricas y
Tomates



Espárragos

EL COCINAR DEMASIADO DESTRUYE LA VITAMINA C



Ponga Poca Agua
y Tape la Cacerola

12
1
2
3
4
5
6
7
8
9
10
11

No las cocine demasiado,
controle el tiempo

Sirva enseguida

LOS VEGETALES VERDES DEBEN SER COCINADOS HASTA QUE ESTEN LIGERAMENTE BLANDOS

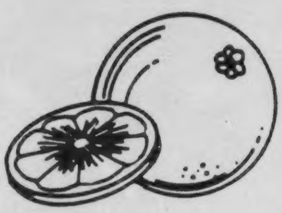
Reprint of C & MS 28. Translation from
English to Spanish supervised by Izola
F. Williams, Associate State Leader,
Home Economics.

8-10M-69

COOPERATIVE EXTENSION WORK IN
AGRICULTURE AND HOME ECONOMICS
(Acts of May 8 and June 30, 1914)
Agricultural Extension Service, University of Florida
and
United States Department of Agriculture, Cooperating
M. O. Watkins, Dean

LESSON TWO
INFORMATION SHEET

How to Buy ORANGES



Oranges are one of our most important sources of Vitamin C. They can be used in salads and desserts as well as for juicing and eating out of hand.

VARIETIES

Most oranges come from Florida and California. Texas and Arizona are also important orange-producing states.

Oranges with thin skins are best for juicing. Most Florida and Texas oranges are thin-skinned.

Thicker-skinned oranges, which are grown mostly in California and Arizona, are best for eating out of hand. The most common kinds are the Washington Navel and the western Valencia. Florida oranges good for out-of-hand eating are the Valencia, Temple, and Murcott varieties. Texas Valencias also are good to eat like this.

Florida and Texas oranges are available from early October to late May. Among the California and Arizona oranges, Navels are available in the winter and Valencias from late April through October.

QUALITY

- **Check for the USDA Grade**
  Oranges sold in bags may be labeled U.S. No. 1. This U.S. Department of Agriculture grade means good quality. You can expect these oranges to be firm and juicy, with few defects.
- **Check for Defects**
  Avoid light-weight oranges, which may lack juice. A very rough skin texture is a sign of abnormally thick skin and less flesh. Dull, dry skin and spongy texture indicate aging oranges that may not taste very good. Also avoid oranges with cuts or skin punctures, soft spots on the surface, and soft, discolored areas around the stem end.

COLOR

Russeting (a tan, brown, or black netting or speckling on the skin) is often found on Florida and Texas oranges. This is harmless. Oranges may also be greenish, but this does not mean they are immature. State regulations require that oranges be mature before they are shipped. Government approved artificial coloring is used on some Florida and Texas oranges to change the skin color from greenish to orange. Such oranges may be stamped "color added."

STORAGE

Oranges can be stored for 4 to 6 weeks in your refrigerator. Don't buy more than you can use in that time.

USDA
U.S. DEPARTMENT OF AGRICULTURE CONSUMER AND MARKETING SERVICE
Adapted from How to Buy Fresh Fruits, G-141

REPRINTED BY: LIZETTE L. MURPHY, ASSOCIATE PROFESSOR, CONSUMER EDUCATION, MASS
MEDIA SPECIALIST, UNIVERSITY OF FLORIDA, GAINESVILLE 10/28/75

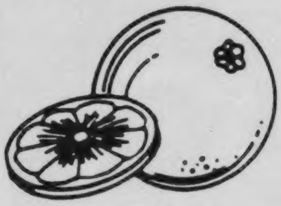
LESSON TWO

FLORIDA COOPERATIVE EXTENSION SERVICE
INSTITUTE OF FOOD AND AGRICULTURAL SCIENCES
UNIVERSITY OF FLORIDA, GAINESVILLE

Como Comprar LAS NARANJAS

HOW TO BUY ORANGES
(Continued)

Son las naranjas una de nuestras mejores fuentes de Vitamina C. Se las puede consumir en ensaladas y como postre, así como en zumo y a capricho.



VARIEDADES

La mayoria de las naranjas proceden de Florida y de California. Texas y Arizona son también estados productores de ellas.

Las naranjas de piel delgada son las mejores para zumo. Y estas se cultivan especialmente en Florida y en Texas.

Las naranjas de piel gruesa, que se cultivan principalmente en California y en Arizona, son excelentes para comer cuando a uno se le antojan, en cualquier momento. Las clases más comunes son las "Washington Navel" y las Valencia del oeste. Las naranjas de Florida buenas para comer en cualquier momento, son de las variedades Valencia, Temple y Murcott. Las Valencia de Texas también son buenas para comer de esta manera. Las naranjas de Florida y de Texas abundan desde fines de octubre hasta fines de mayo. Entre las naranjas de California y de Arizona, las Navel (o sin semilla) se venden en invierno, y las Valencia, desde fines de abril hasta fines de octubre.

CALIDAD

Ojo al grado de calidad USDA

Las naranjas vendidas en bolsas pueden llevar la marca "U.S. No. 1," que significa que el Departamento de Agricultura las reputa de buena calidad. Cabe esperar que estas naranjas sean compactas, tersas y jugosas, y que sus defectos sean pocos.

Ojo a los defectos

Evítense las naranjas de poco peso, porque pueden carecer de zumo. Una superficie muy áspera y rugosa es indicio de piel muy gruesa y de poca carne. Piel poco brillante y seca y de textura esponjosa, indica naranjas avejentadas y de no muy buen gusto. Evítense también las naranjas con cortes o piel perforada, puntos blandos en la superficia y zonas blandas y de otro color alrededor del punto de unión con el pedúnculo.

COLOR

En la piel de las naranjas de Florida y de Texas suelen encontrarse manchas ("russeting") de color canela, marrón, reticulares o punteadas. Estas manchas no tienen importancia. También pueden presentar zonas verdosas, que no implican falta de madurez. Las ordenanzas estatales no permiten el envío de naranjas a los mercados antes de alcanzar la madurez. Está legalmente permitido colorear artificialmente las naranjas de Texas y de Florida a fin de favorecer su apariencia eliminando el verde y acentuando el color característico de esta fruta. Tales naranjas pueden llevar estampado "color added" (color añadido).

CONSERVACION

La naranjas se conservan en el refrigerador por un periodo de 4 a 6 semanas. No conviene comprar de una vez más de las que pueden conservarse en dicho plazo.

USDA
U.S. DEPARTMENT OF AGRICULTURE CONSUMER AND MARKETING SERVICE
Adapted from How to Buy Fresh Fruits, G-141

This public document was promulgated at an annual cost of $ 38.00 or $ .02 per copy as support materials for Extension Home Economics bi-lingual programs.

LESSON TWO
INFORMATION SHEET

How to Buy FRESH FRUITS and VEGETABLES

Fresh fruits and vegetables are a real treat because they taste good and they are good for you. They have vitamins and minerals you need for good health.

LOOK FOR GOOD BUYS

Fresh fruits and vegetables are usually cheaper and of best quality when they are in season.

When there are large supplies of a certain fruit or vegetable, the price is very reasonable. Look for special notices in the store or in the newspapers.

SHOP CAREFULLY

Good quality fresh fruits and vegetables LOOK fresh.

Don't buy fresh fruits or vegetables that have large bruises, cuts, or spots of decay, even if the price is low. When you trim off the bad part, what you have left may not be enough to be a bargain.

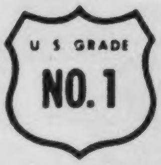
Handle fresh fruits and vegetables carefully when you pick them out in the store. Someone must pay for fresh fruits and vegetables lost by rough handling. In the long run, it might be you.

BUY ONLY WHAT YOU CAN USE

It doesn't pay to buy more fresh fruits or vegetables than you can use right away or store properly, so they won't spoil. Most fresh fruits and vegetables will keep at a cold temperature for 2 to 5 days. Apples, grapefruit, oranges, lemons, limes, and melons will keep at a cold temperature (in the refrigerator) for 1 or 2 weeks. Onions, potatoes, sweetpotatoes, and turnips will keep for several months at a cool temperature (not in the refrigerator).

LOOK FOR SIGNS OF QUALITY

You may see U.S. Department of Agriculture grade names on packages of some fresh fruits and vegetables. "U.S. Fancy" or "U.S. No. 1" means these fruits and vegetables should be of good quality.



BN-25788

If the shield is shown along with the grade on packages of fresh fruits and vegetables, they have been packed under continuous Government inspection.

USDA
U.S. DEPARTMENT OF AGRICULTURE CONSUMER AND MARKETING SERVICE
Adapted from How to Buy Fresh Fruits, G-141,
and How to Buy Fresh Vegetables, G-143

REPRINTED BY: LIZETTE L. MURPHY, ASSOCIATE PROFESSOR, CONSUMER EDUCATION, MASS
MEDIA SPECIALIST, UNIVERSITY OF FLORIDA, GAINESVILLE 10/28/75

LESSON TWO

FLORIDA COOPERATIVE EXTENSION SERVICE
INSTITUTE OF FOOD AND AGRICULTURAL SCIENCES
UNIVERSITY OF FLORIDA, GAINESVILLE

Como Comprar FRUTA FRESCA y HORTALIZAS

HOW TO BUY FRESH FRUITS AND VEGETABLES (Continued)

La fruta fresca y las verduras son un verdadero regalo tanto por su buen gusto o sabor, como porque son sanas y necesarias al organismo. Contienen vitaminas y minerales imprescindibles para la salud.

ATENCION A LA COMPRA QUE MAS CONVIENE

La fruta fresca y las verduras suelen ser más económicas y de mejor calidad cuando están en sazón. Cuando el abasto de una cierta fruta u hortaliza es abundante, su precio resulta muy razonable. Préstese atencion a las noticias del mercado, bien en los almacenes o en los diarios.

COMPRESE CON CAUTELA

La fruta y las verduras de buena calidad parecen frescas como consecuençia.

No conviene comprar frutas y verduras que tengan magulladuras y otras pruebas de haber sido manoseadas, cortes o manchas debidos a descomposición, incluso si cuestan menos. Al separar la parte inservible, lo que queda puede ser poco para constituir una adquisición favorable.

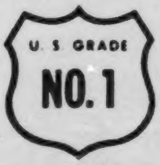
Manéjense las frutas y las verduras con cuidado cuando se toman o eligen en el mercado. Alguien tiene que pagar la pérdida resultante del manejo torpe y desconsiderado de estos productos, y a la larga puede ser uno mismo quien la pague.

NO SE COMPRE MAS DE LO NECESARIO

No tiene justificación posible comprar más fruta fresca y más verduras de las que se pueden consumir de inmediato o almacenar sin peligro de que se echen a perder. Lay mayoría de estos productos frescos pueden conservarse, a baja temperatura, de 2 a 5 días. Las manzanas, toronjas, naranjas, limones, limas y melones pueden guardarse a baja temperatura (en el refrigerador) de 1 a 2 semanas. Y las cebollas, patatas, batatas y nabos se conservan en buenas condiciones, en lugares fríos (no en el refrigerador), por varios meses.

ATENCION A LOS SIGNOS DE CALIDAD

En los paquetes de ciertas frutas frescas y de verduras pueden hallarse los signos de calidad del contenido adoptados por el Departamento de Agricultura de Estados Unidos. Son estos: "U.S. Fancy," y "U.S. No. 1," y significan que estas frutas y hortalizas deben ser de buena calidad.



BN-25788

Si la envoltura de un producto muestra un escudo con el signo de calidad inscrito, ello quiere decir que la operación o empaquetamiento se llevó a cabo bajo la continua inspección gubernamental.

USDA
U.S. DEPARTMENT OF AGRICULTURE
Adapted from How to Buy Fresh Fruits, G-141, and How to Buy Fresh Vegetables, G-143
CONSUMER AND MARKETING SERVICE

This public document was promulgated at an annual cost of $38.00 or $.02 per copy as support materials for Extension Home Economics bi-lingual programs.

How to Buy VEGETABLES -- CANNED and FROZEN

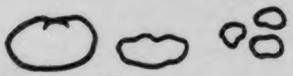
Most canned and frozen vegetables are packed and priced according to quality (grade) even if the grade isn't shown. Some labels will show the grade. If only a brand name is shown, try different brands until you find the ones you like best.

KNOW THE GRADE

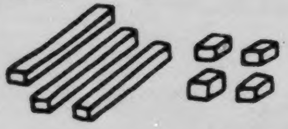
Grade A or Fancy	Top quality–tender, tasty vegetables with best flavor and color.
Grade B or Extra Standard	Vegetables that are not as young as Grade A but have good flavor and color.
Grade C or Standard	Vegetables that are very nutritious but not as tender or good-looking as Grades A and B.

Most people like the taste of Grade A and B vegetables best, but some prefer Grade C. All have vitamins and minerals you need for good health. Top quality costs most. Lower qualities are often good buys.

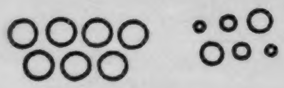
KNOW THE STYLES



Whole vegetables cost more than pieces or cut-up vegetables.

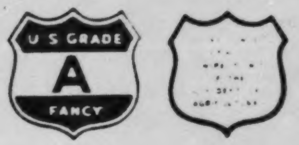


Fancy-cut vegetables, like long-cut french fries, cost more than other cut styles like diced and short-cut.



Vegetables all the same size cost more than mixed sizes.

LOOK FOR THE U.S. GRADE NAME



The words **U.S.** Grade A, B, or C on a can or package mean the vegetable has been packed under continous Government inspection. The grade name or the words "Packed Under Continuous Inspection of the U.S. Department of Agriculture" may be shown within the shield.

U.S. DEPARTMENT OF AGRICULTURE CONSUMER AND MARKETING SERVICE
Adapted from How to Buy Canned and Frozen Vegetables, G-167

REPRINTED BY: LIZETTE L. MURPHY, ASSOCIATE PROFESSOR, CONSUMER EDUCATION, MASS MEDIA SPECIALIST, UNIVERSITY OF FLORIDA, GAINESVILLE 10/28/75

LESSON TWO

FLORIDA COOPERATIVE EXTENSION SERVICE
INSTITUTE OF FOOD AND AGRICULTURAL SCIENCES
UNIVERSITY OF FLORIDA, GAINESVILLE

Como Comprar PRODUCTOS DE HUERTA— ENLATADOS y CONGELADOS

HOW TO BUY VEGETABLES - CANNED AND FROZEN (Continued)

La mayoría de los productos alimenticios de huerta, bien enlatados o congelados, se envasan y se les pone precio de acuerdo con su calidad, aunque ésta no conste expresa en la etiqueta. A veces esta etiqueta sí contiene la marca de calidad. Caso de que sólo indique la marca de fábrica, conviene probar el producto de varias marcas y optar por el más satisfactorio.

ATENCION A LA CALIDAD

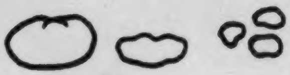
Grade A o Fancy ——— Calidad superior: hortalizas tiernas y del mejor color y gusto.

Grade B o Extra Standard — Productos que, sin ser tan tiernos como los de calidad A, tienen buen color y gusto.

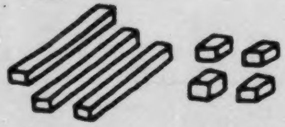
Grade C o Standard ——— Hortalizas muy nutritivas, si bien no tan tiernas y de tan buen aspecto como las de calidad A o B.

La generalidad de los consumidores prefieren las hortalizas de calidad A o B, pero también los hay que optan por las de calidad C. Todas ellas contienen nutrientes, como vitaminas y compuestos minerales, necesarios para una buena salud. Alta calidad supone carestía; calidad modesta, implica economía, sin merma a veces del valor nutritivo.

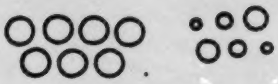
ATENCION A LA PRESENTACION



Las hortalizas enteras cuestan más que las vendidas en piezas: rebanadas, trinchadas, o picadas.

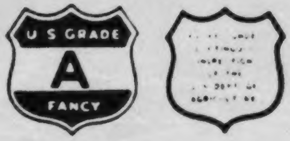


Las hortalizas cortadas con artificio, como sucede con las patatas fritas a la francesa ("french fries") cuestan más que las de forma corriente—cubitos y pedazos menudos.



Las cortadas en piezas iguales, cuestan más que las de mezcla o surtido.

ATENCION A LA MARCA DE CALIDAD U. S.



Las palabras "U.S. Grade A," "U.S. Grade B," "U.S. Grade C," etc., escritas en una lata o paquete de productos de huerta, implican que tales productos fueron enlatados o empaquetados bajo la continua inspección gubernamental. Y lo mismo significan las palabras "Packed Under Continuous Inspection of the U.S. Department of Agriculture" inscritas en el escudo oficial.

USDA
U.S. DEPARTMENT OF AGRICULTURE CONSUMER AND MARKETING SERVICE
Adapted from How to Buy Canned and Frozen Vegetables, G-167

This public document was promulgated at an annual cost of $38.00 or $.02 per copy as support materials for Extension Home Economics bi-lingual programs.

LESSON TWO

DISCUSSION QUESTION SHEET
FRUITS AND VEGETABLES

1. Which fresh Fruits or Vegetables are usually a good buy?
   Qué Frutas o Vegetales frescos son casi siempre una buena compra?

2. Are canned Fruits and Vegetables usually good buys?
   Son las Frutas y Vegetales enlatados casi siempre buenas compras?

3. Which Vitamin C foods are generally good buys?
   Qué alimentos con Vitamina C son generalmente una buena compra?

4. How should Vitamin C vegetables be cooked?
   Cómo deben cocinarse los vegetales que contienen Vitamina C?

5. What are the different grades of frozen vegetables?
   Cuáles son los distintos grados de calidad de vegetales congelados?

6. Does this grading indicate nutritional value?
   Indican estos grados el valor nutritivo del producto?

7. Which kinds of vegetables cost more?
   Qué clases de vegetales cuestan más?

8. List the "styles" of vegetables.
   Enumere los distintos estilos de presentación de los vegetales.

134

LESSON TWO

DISCUSSION QUESTION SHEET
FRUITS AND VEGETABLES
(Continued)

9. Which vitamin do we get from oranges?
Qué vitamina obtenemos de las naranjas?

10. Which oranges are best for juicing?
Qué naranjas son las mejores para obtener jugo?

11. What are some defects to avoid when selecting oranges?
Qué defectos se deben evitar al seleccionar las naranjas?

12. When are fresh Fruits and Vegetables usually cheaper and of best quality?
Cuándo están las Frutas y Vegetales frescos más económicos y de mejor calidad?

13. How long will fresh Fruits and Vegetables keep?
Por cuánto tiempo se conservarán en buen estado las Frutas y Vegetales frescos?

14. What are some suggested guidelines for buying fresh Fruits and Vegetables?
Cuáles son algunas sugerencias recomendadas para comprar Frutas y Vegetales frescos?

LESSON TWO

BASIC FOUR FOOD GROUPS
WORKSHEET

Directions: List four foods found in each of the Basic Four Food Groups on the lines provided below.

THE DAIRY GROUP

GROUP I
GRUPO I

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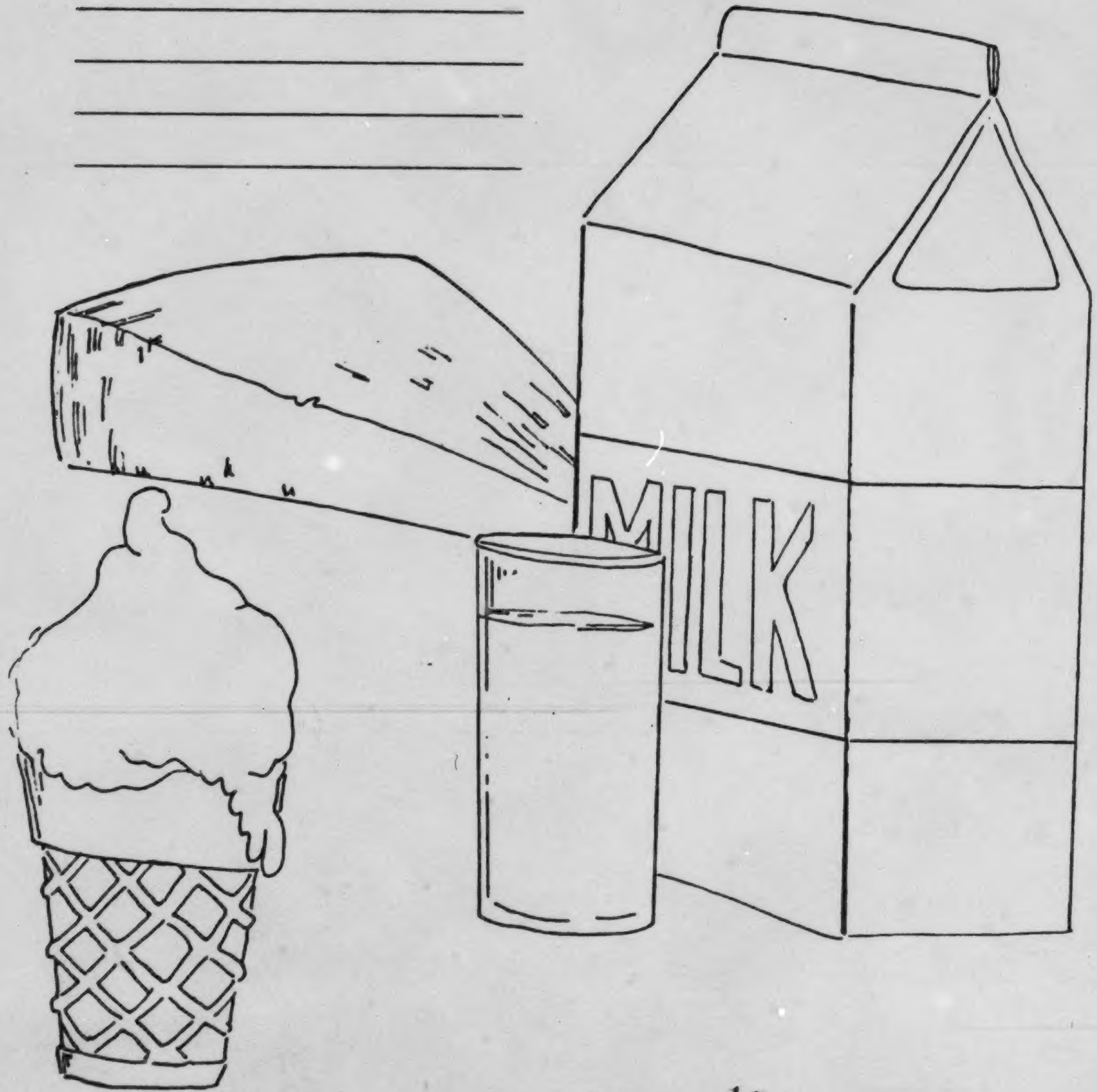
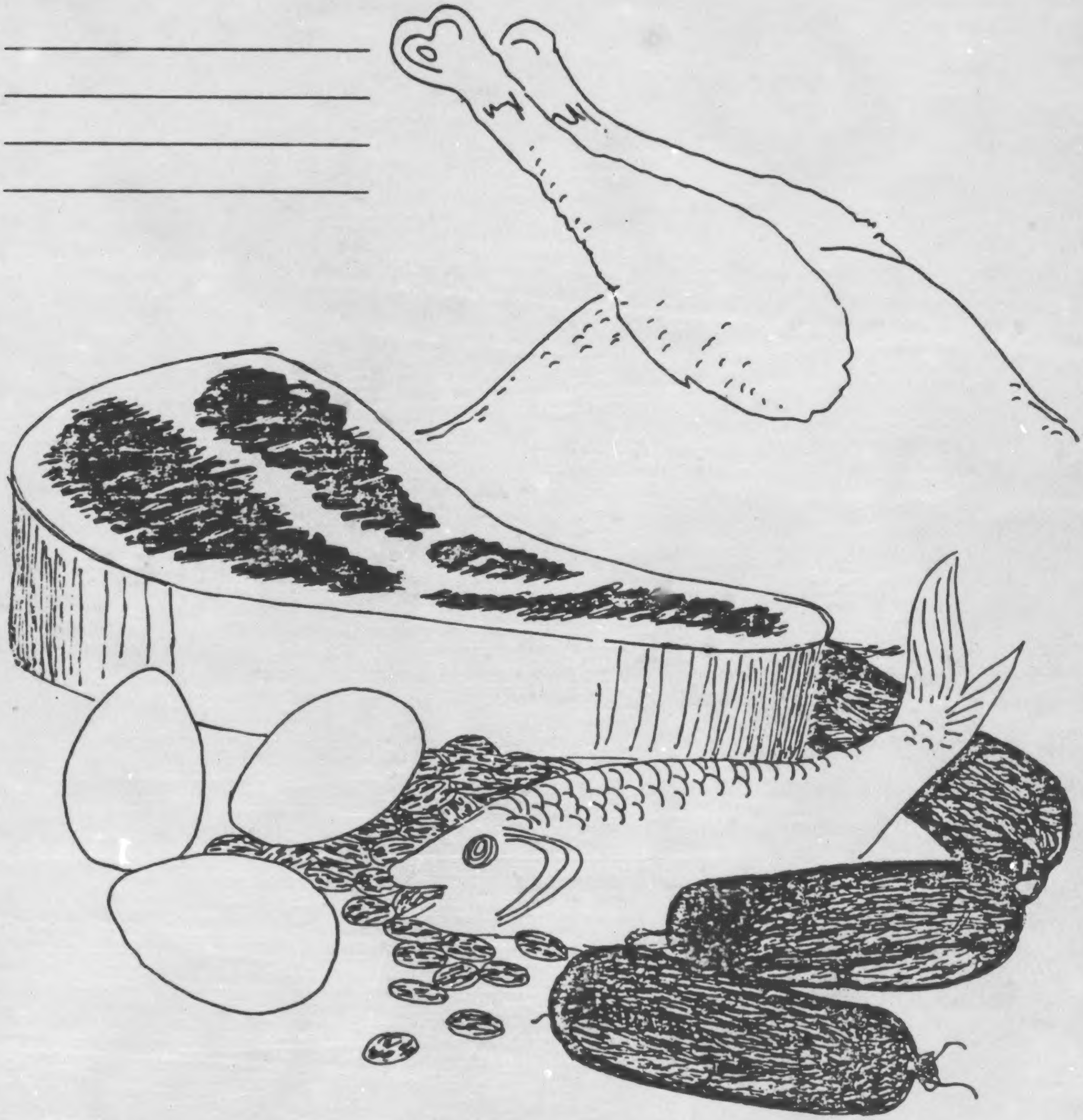


LESSON TWO

THE MEAT GROUP

(Continued)

GROUP 2
GRUPO 2



LESSON TWO

THE FRUIT AND VEGETABLE GROUP

(Continued)

GROUP 3
GRUPO 3

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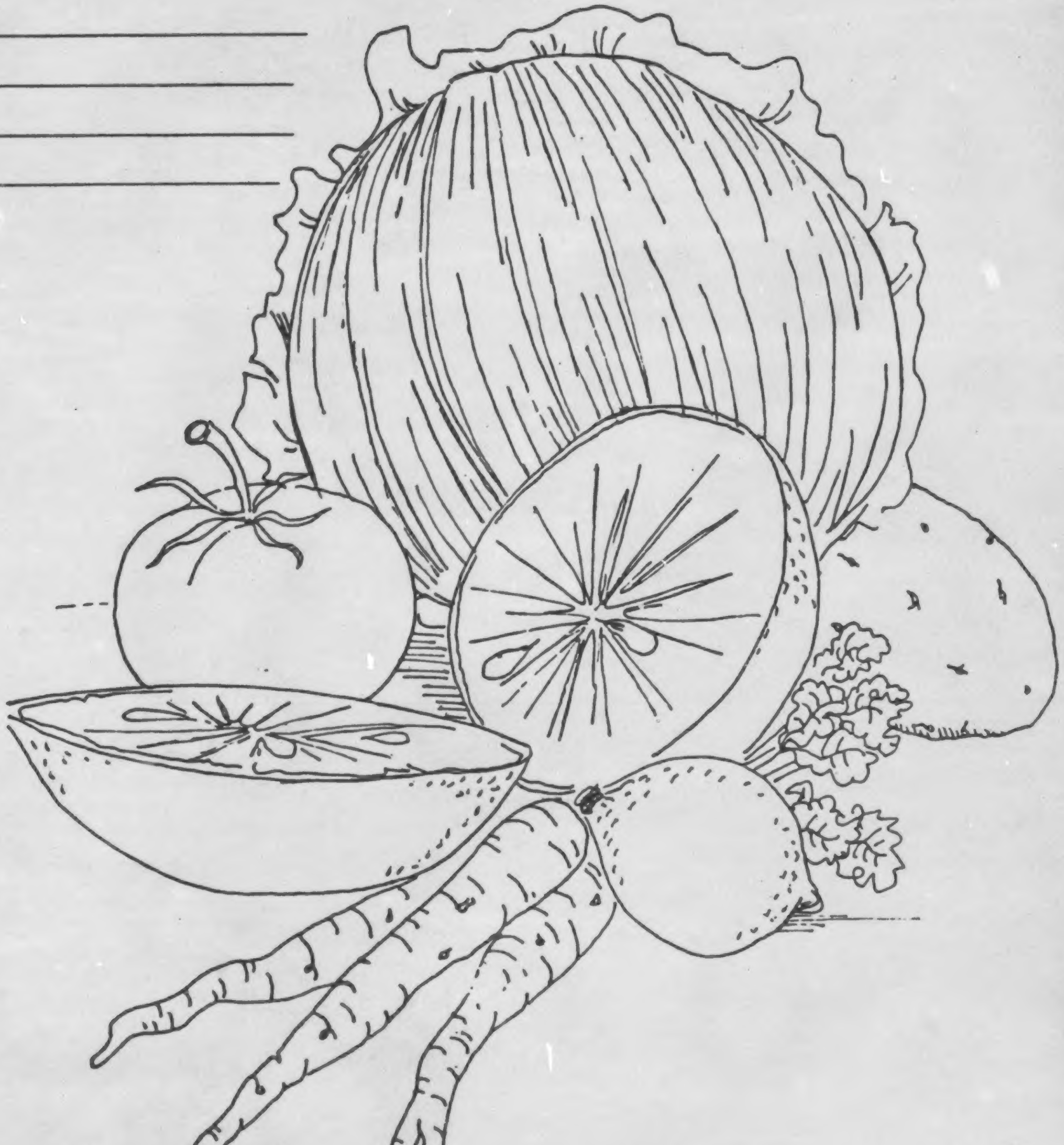
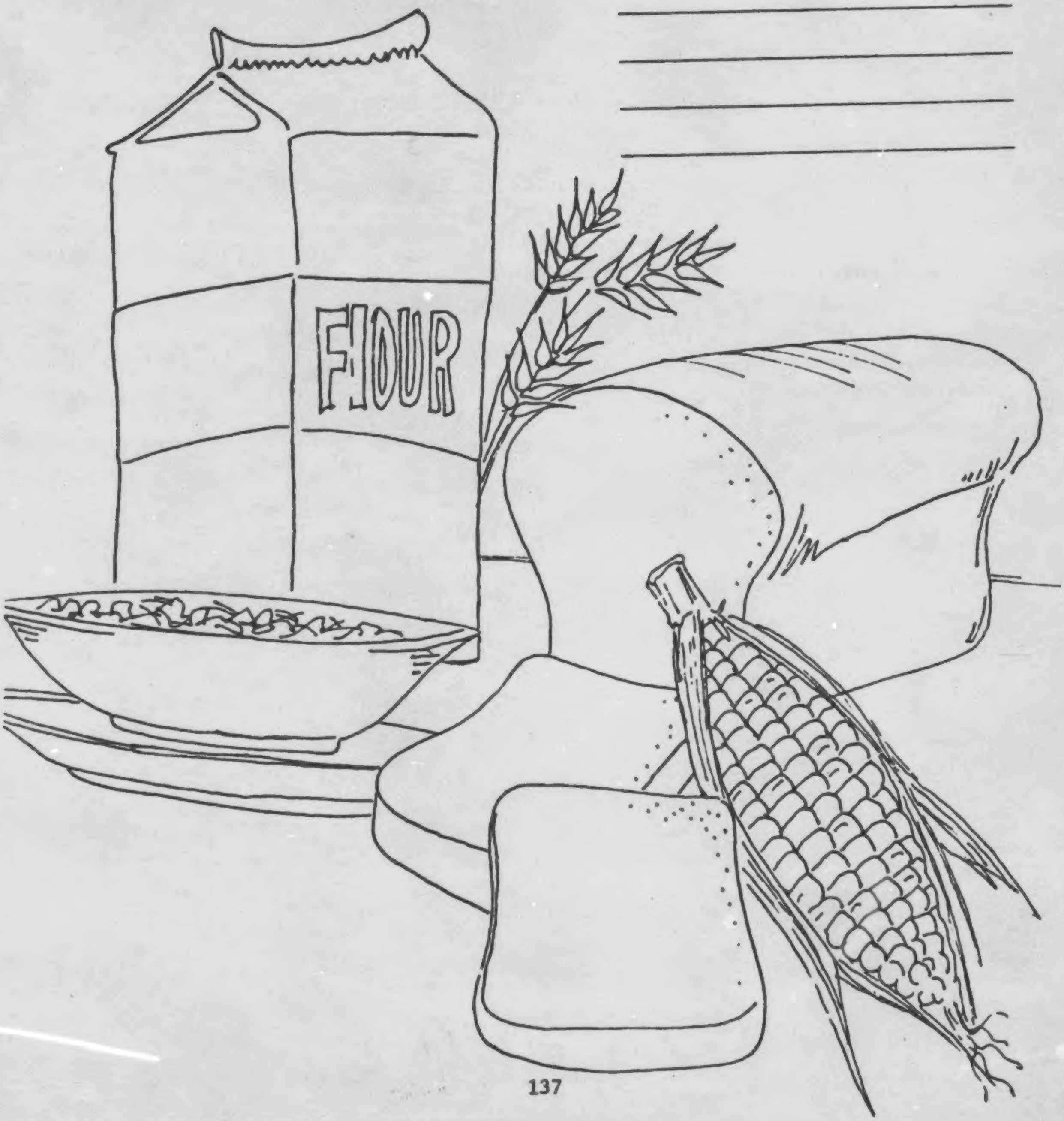


LESSON TWO

THE BREAD AND CEREAL GROUP

(Continued)

GROUP 4
GRUPO 4



LESSON TWO

THE BASIC FOUR FOOD GROUPS
GRAB-BAG EXERCISE
INSTRUCTION SHEET

1. Have a flannel board available divided and labeled into the Basic Four Food Groups.

2. In a box or bag have pictures of foods representative of the Basic Four Food Groups cut out.

3. Have students "grab" an item from bag or box and place it in the correct category on the flannel board.

4. Continue until all categories are complete.

140

RECIPE FOR
LESSON TWO

BAKED SQUASH
CACEROLA DE CALABACINES

4 - 5	fresh squash cut-up or 1 can
1	small onion grated
	pinch of salt
1	egg beaten
1	cup cracker crumbs
2	tablespoons butter
1	cup grated cheese

4 - 5	calabacines picados o 1 lata
1	cebolla pequeña, rallada
1	pizca de sal
1	huevo batido
1	taza de galleta molida
2	cucharadas de mantequilla
1	taza de queso rallado

Cook squash, salt and onion in small amount of water. Drain and mash. Add egg, butter, cheese, and 1/2 cup cracker crumbs. Mix well. Place in buttered baking dish, top with remaining cracker crumbs. Bake 25 minutes at 350°F.

Cocine los calabacines, la sal, y la cebolla en un poco de agua. Escúrralos y májelos. Añádale el huevo, la mantequilla, el queso y 1/2 taza de galleta molida, mezclando bien todo. Coloque la mezcla en un recipiente de hornear engrasado con mantequilla. Cúbralo con el resto de la galleta molida. Cocínelo al horno a 350°F durante 25 minutos.

RECIPE FOR LESSON TWO

BROCCOLI CASSEROLE
BROCOLI A LA CACEROLA

3	pkg. frozen chopped broccoli
1+1	teaspoon salt
1/2	teaspoon pepper
1	tablespoon sugar
1	tablespoon flour
1/4	teaspoon garlic powder
8	oz. sour cream
1	brick cracker barrel cheese
2	cups corn flakes
1/2	stick margarine

Cook broccoli in water with 1 t. salt, 1 T sugar. Drain, arrange half in greased casserole. Cover with half brick of cheese (grated) repeat layers.

In a small dish blend 1 T. flour, 1 t. salt, 1/2 t. pepper, and 1/4 t. garlic powder. Add sour cream. Pour over broccoli. Top with 2 cups (3 small containers) crushed corn flakes and 1/2 stick melted margarine. Bake at 400° for 20 minutes.

3	paquetes de brócoli en trozos, congelado
1+1	cucharadita de sal
1/4	cucharadita de polvo de ajo
1	cucharada de azúcar
1	cucharada de harina
1/2	cucharadita de pimienta
6	onzas de crema agria
1	paquete de queso tipo "Brick", rallado
2	tazas de cereal de maíz (corn flakes)
1/2	barra de margarina

Cocine el brócoli en agua con 1 cdita. de sal, y 1 cda. de azúcar. Escúrralo y coloque la mitad en una cacerola engrasada. Cúbralo con la mitad del queso rallado. Repita las camadas.

En un recipiente pequeño, mezcle 1 cda. de harina, 1 cdita, de sal, 1/2 cdita, de pimienta y 1/4 cdita. de polvo de ajo. Agregue la crema agria. Cubra el brócoli con esta mezcla. Termínelo con una camada de cereal de maíz (corn flakes) triturado y 1/2 barra de margarina derretida. Cocínelo al horno a 400° durante 20 minutos.

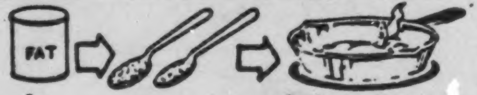
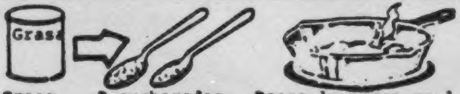
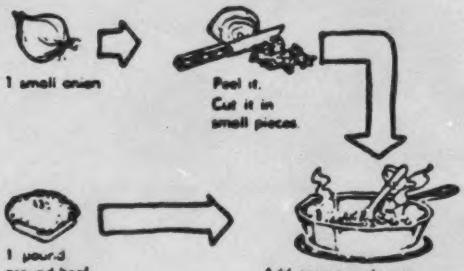
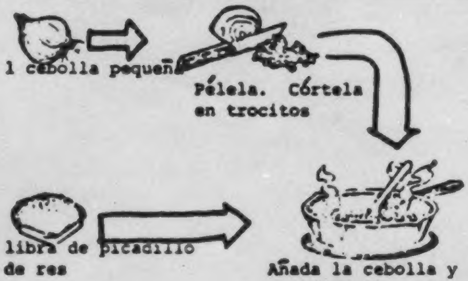
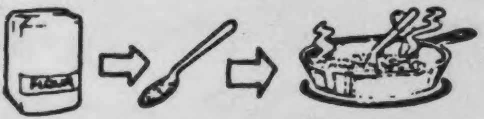
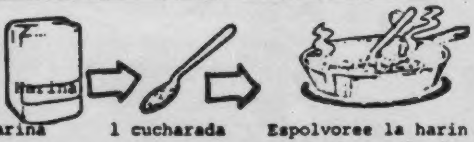
RECIPE FOR
LESSON TWO

EGGPLANT-BEEF

This recipe makes enough for 4 people.

BERENJENA CON CARNE

Esta receta rinde para 4 personas.

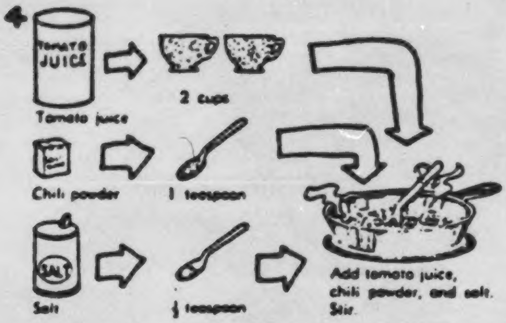
What you use 2 tablespoons fat 1 small onion 1 pound ground beef 1 tablespoon flour 2 cups tomato juice 1 teaspoon chili powder ½ teaspoon salt 1 medium eggplant a little salt a little pepper 1 cup cheese	**Ingredientes** 2 cucharadas de grasa 1 cebolla pequeña 1 libra de picadillo de res 1 cucharada de harina 2 tazas de jugo de tomate 1 cucharadita de polvo de chile ½ cucharadita de sa 1 berenjena mediana 1 pizca de sal 1 pizca de pimienta 1 taza de queso
Wash all fresh vegetables before you cook them	Lave los vegetales frescos antes de cocinarlos
1  Fat 2 tablespoons Put fat in a frying pan. Let it melt.	1  Grasa 2 cucharadas Ponga la grasa en 1 sartén. Déjela derretir.
2  1 small onion Peel it. Cut it in small pieces. 1 pound ground beef Add onions and ground beef to hot fat. Let them brown Stir as they cook. Pour off fat if you want to.	2  1 cebolla pequeña Pélela. Córtela en trocitos 1 libra de picadillo de res Añada la cebolla y el picadillo a la grasa caliente y dórelos, revolviend Escurra la grasa si desea.
3  Flour 1 tablespoon Sprinkle flour over onions and meat. Stir.	3  Harina 1 cucharada Espolvoree la harin sobre la mezcla de carne y cebolla. Revuélvalo.

LESSON TWO

EGGPLANT-BEEF
BERENJENA CON CARNE

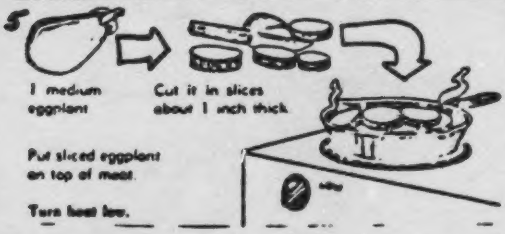
(Continued)

4


TOMATO JUICE
Tomato juice
2 cups
Chili powder
1 teaspoon
SALT
Salt
½ teaspoon

Add tomato juice, chili powder, and salt. Stir.

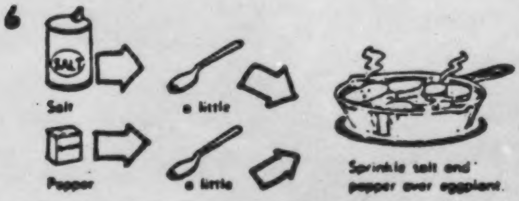
5


1 medium eggplant
Cut it in slices about 1 inch thick.

Put sliced eggplant on top of meat.

Turn heat low.

6

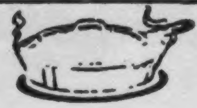

SALT
Salt
a little
Pepper
a little

Sprinkle salt and pepper over eggplant.

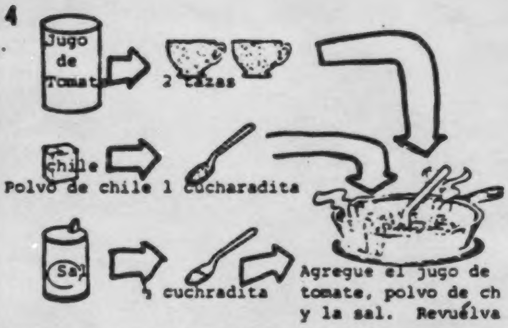
7

Cover pan with a lid

Cook about 15 minutes.
Cook until eggplant is tender

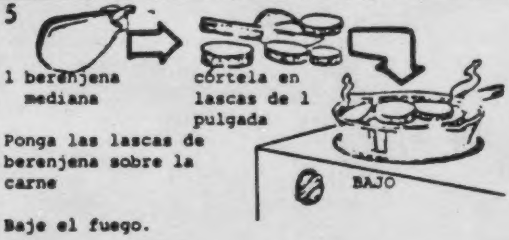


4


Jugo de Tomate
2 tazas
chile
Polvo de chile 1 cucharadita
Sal
cuchradita

Agregue el jugo de tomate, polvo de ch y la sal. Revuélva

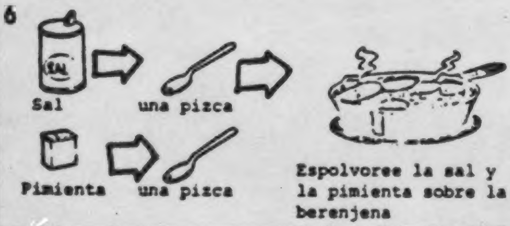
5


1 berenjena mediana
córtela en lascas de 1 pulgada
BAJO

Ponga las lascas de berenjena sobre la carne

Baje el fuego.

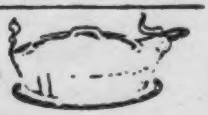
6


SAL
Sal
una pizca
Pimienta
una pizca

Espolvoree la sal y la pimienta sobre la berenjena

7 Tape la sartén.

Cocínelo hasta ablandar la berenjena. Alrededor de 15 minutos.

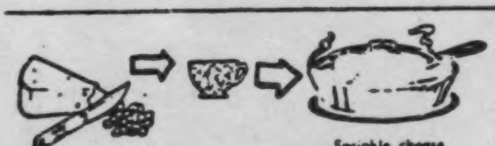


LESSON TWO

EGGPLANT-BEEF
BERENJENA CON CARNE

(Continued)

8

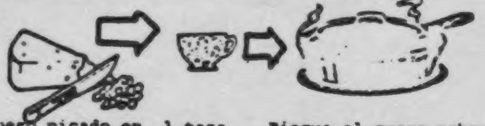


Cheese
Cut in small pieces

1 cup

Sprinkle cheese
over eggplant.
Let it melt

8

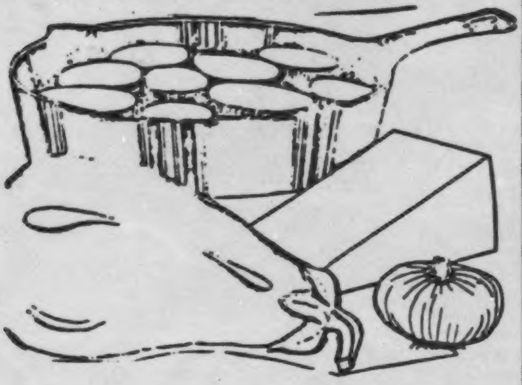


Queso picado en
trocitos

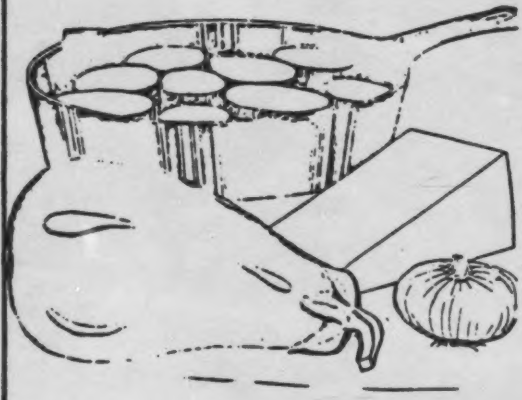
1 taza

Riegue el queso sobre
la berenjena.
Déjelo derretir.

A Good Diet has meat, eggs, cheese,
or dry beans or peas every day.
It also has fruits and vegetables.
A good diet has milk and cereals.



Una buena dietà tiene carne, huevos, queso, o
frijoles o chícharos secos cada día.
También tiene frutas y vegetales.
Una buena dieta tiene leche y cereales.



RECIPE FOR
LESSON TWO

FRUIT SALAD
ENSALADA DE FRUTAS

3 medium bananas
4 medium oranges, pared and sectioned (3 cups)
1 cup strawberries, halved
1 can pineapple chunks
1 cup seedless green grapes, halved
sour cream-honey dressing (below)

Peel bananas; slice into bowl. Cover completely with other fruit. Cover bowl and chill. Just before serving, pour dressing over fruit; toss until fruit is well coated.
10 servings.

3 Plátanos (bananas)
3 tazas de naranjas peladas y cortadas en trozos, o secciones de mandarina enlatadas
1 taza de fresas, picadas a la mitad
1 lata de piña en trozos
1 taza de uvas verdes, sin semilla, picadas a la mitad
aderezo de crema agria con miel

Pele los plátanos (bananas); córtelos en rodajas y póngalos en un recipiente de cristal. Cúbralos con el resto de la fruta. Tape el recipiente y póngalo a enfriar en el refrigerador. Antes de servirla, cubra la ensalada con el aderezo, volteando la fruta hasta que toda esté cubierta. 10 porciones.

SOUR CREAM-HONEY DRESSING
ADEREZO DE CREMA AGRIA Y MIEL

Blend 1/2 cup dairy sour cream, 1 tablespoon honey and 1 tablespoon orange juice.

Mezcle 1/2 taza de crema agria fresca, 1 cucharada de miel y 1 cucharada de jugo de naranja.

RECIPE FOR LESSON TWO

FRIED PLANTAINS
PLATANOS FRITOS

2 large ripe plantains
oil or vegetable fat

Peel plantains and slice diagonally in 1/2 inch slices.
Fry in one inch deep hot oil or fat until golden brown. Remove and place on absorbent paper. Serves 4.

2 plátanos de freír maduros
aceite o grasa vegetal

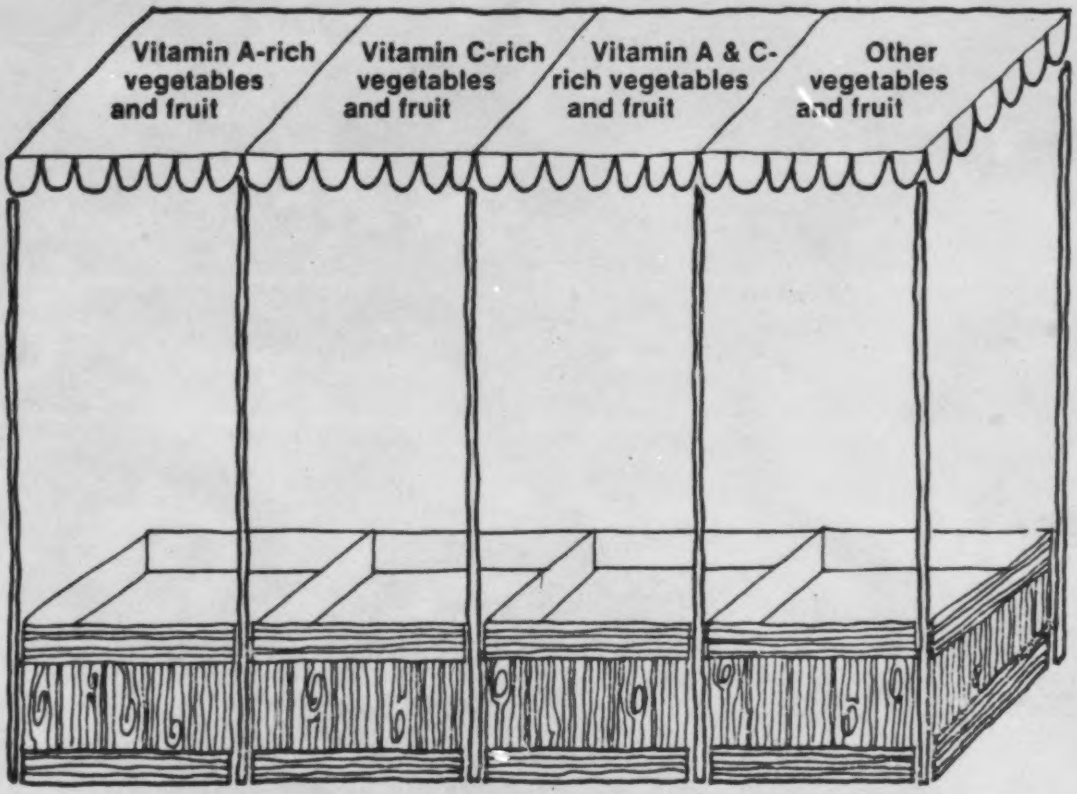
Pele el plátano y córtelo en lascas alargadas, de 1/2 pulgada.
Fríalas en la sartén con aproximádamente una pulgada de grasa caliente, hasta que se doren bien. Escúrralos sobre un papel absorbente. Da para 4 personas.

Take a Stand!

1

The market stand displays a wide variety of vegetables and fruits. Although vegetables and fruit contain many nutrients, often they are categorized by vitamin A and C content. Some are rich in vitamins A *and* C. Others supply significant amounts of vitamin A *or* C. And still others provide some, but not a large amount, of these nutrients.

Think of twenty vegetables and fruits with which you are familiar. Then write them under the canopy which represents their contribution of vitamins A and C.


Vitamin A-rich vegetables and fruit
Vitamin C-rich vegetables and fruit
Vitamin A & C-rich vegetables and fruit
Other vegetables and fruit

Going to market may require additional knowledge of vegetables and fruit, too. Check the box which best represents your opinion.

Vegetable oils have the same nutrients as the foods they come from.

Agree	Unsure	Disagree

Organically grown vegetables and fruit have more nutritional value than those grown in chemically fertilized soil.

Agree	Unsure	Disagree

Canned green beans are as nutritious as fresh.

Agree	Unsure	Disagree

Foods which are watery and crisp tend to be low in calories.

Agree	Unsure	Disagree

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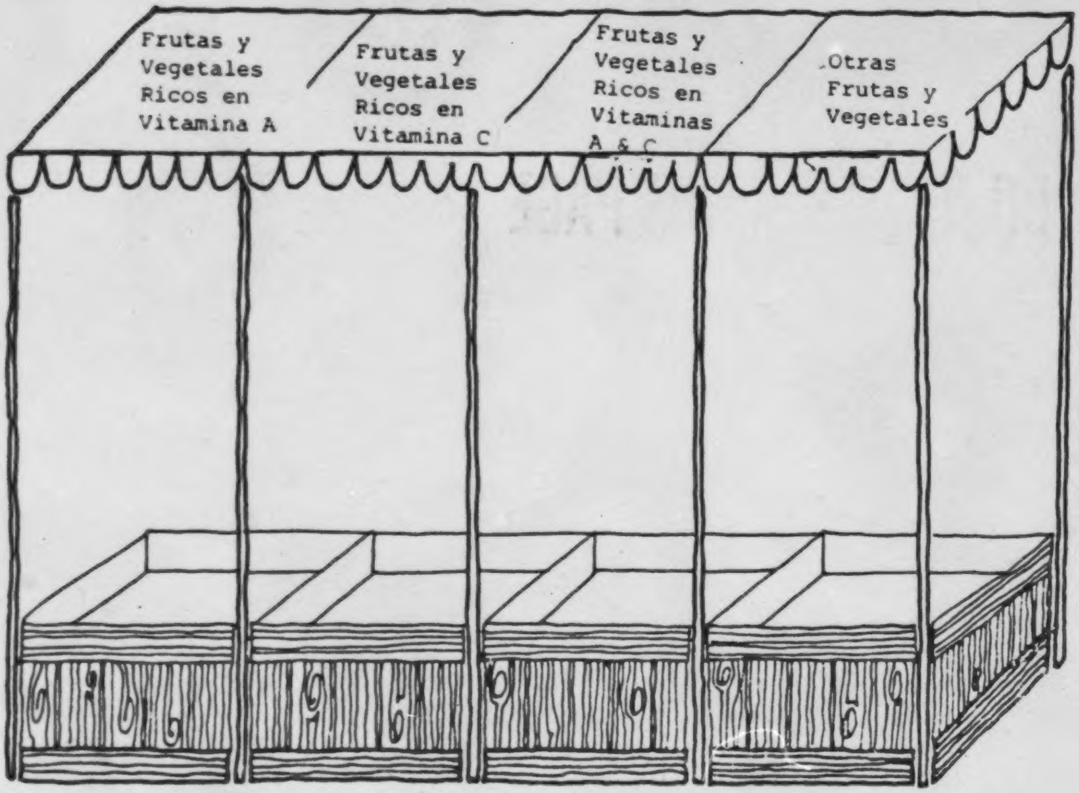
1

TOME SU PUESTO!

En el puesto del mercado se exhibe una gran variedad de vegetales y frutas. Aunque los vegetales y las frutas contienen muchos elementos nutritivos, generalmente se les clasifican por su contenido de vitamina A o C. Algunos son ricos en vitaminas A y C. Otros son un buen suplemento de vitamina A o C. Y otros, contienen algo, pero no mucho, de estos elementos nutritivos.

Piense en veinte vegetales y frutas que usted conozca. Después, escríbalos bajo el toldo que represente su contenido relativo de vitaminas A y C.


Frutas y Vegetales Ricos en Vitamina A
Frutas y Vegetales Ricos en Vitamina C
Frutas y Vegetales Ricos en Vitaminas A & C
Otras Frutas y Vegetales

Ir al mercado puede que también requiera más conocimiento de frutas y vegetales. Marque la casilla que mejor describa su opinión.

Los aceites vegetales tienen los mismos elementos nutritivos que los alimentos de donde se obtienen.

De Acuerdo	No Está Seguro	En Desacuerdo
☐	☐	☐

Las habichuelas enlatadas son tan nutritivas como las frescas.

De Acuerdo	No Está Seguro	En Desacuerdo
☐	☐	☐

Las frutas y vegetales cultivados orgánicaments tienen más valor nutritivo que los cultivados en tierra fertilizada con químicas.

De Acuerdo	No Está Seguro	En Desacuerdo
☐	☐	☐

Los alimentos tersos y aguados tienden a ser bajos en calorías.

De Acuerdo	No Está Seguro	En Desacuerdo
☐	☐	☐

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APPENDICES

LESSON THREE

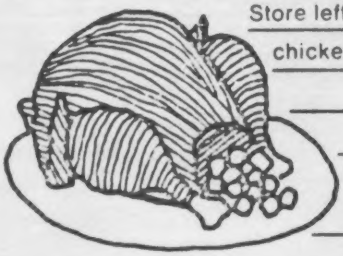
How Would You Handle It?

3

Proper food handling helps maintain food quality, freshness and safety. Below are eight situations you might encounter while working with meats and meat alternates in your kitchen. In the empty box, add a food of your choice. Describe the proper way to handle each one.

Store dry beans and peas

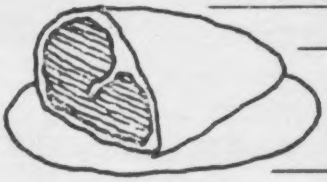
Defrost meat or poultry



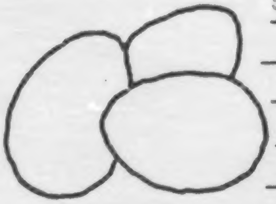
Store leftover stuffed chicken

Store fresh fish

Prepare meat with visible fat



Cook a tough cut of meat



Store fresh eggs

Handle a meat or meat alternate of your choice

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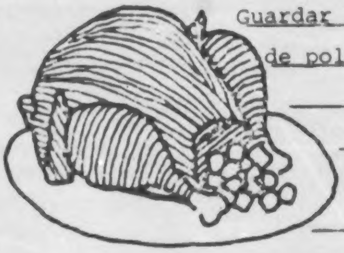
COMO LO TRATARIA USTED?

Tratar la comida adecuádamente ayuda a conservar su calidad, frescura y buen estado. Abajo verá ocho situaciones que se le pudieran presentar al utilizar carnes o sus sustitutos en la cocina. En la casilla en blanco, escriba una comida de su gusto. Describa la mejor manera de tratar cada una.

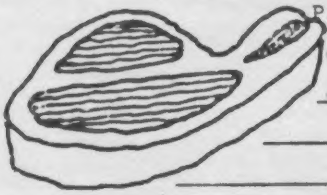
Guardar frijoles y chícharos secos.

Descongelar carnes y aves.

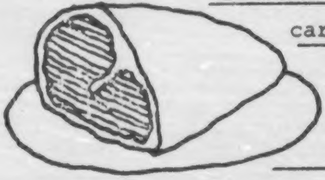


Guardar sobrantes de pollo relleno.

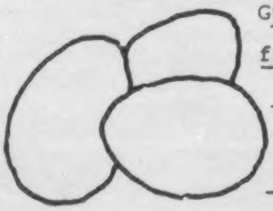
Guardar pescado fresco.



Preparar carne con alguna grasa visible.



Cocinar un corte de carne dura.



Guardar huevos frescos.

Tratar una carne o sustituto de carne de su gusto.

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LESSON THREE

INFORMATION SHEET

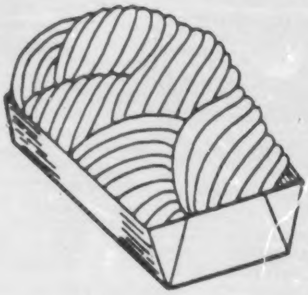
How to Buy GROUND BEEF

Most stores sell several kinds of "ground beef"—you may find it labeled as ground beef, ground chuck, ground round, and ground sirloin. These different kinds of ground beef mostly differ in:

1) the value of the cut from which they are made,
2) the amount of fat they contain, and
3) the PRICE.

Remember that ground beef may be made from a variety of cuts. These cuts will contain differing amounts of fat and lean. Therefore, it is difficult for you to know the lean/fat content of the kind of ground beef you buy. You may buy ground round, for example, and get the same fat content as ground chuck, and vice versa. One way to be sure is to select the cut you want from the case and have the butcher grind it for you.

Ground beef that is produced and packaged under Federal or State inspection at the packing plant or retail warehouse must have no more than 30 percent fat. There is no Federal regulation of the fat content of ground beef that is ground and packaged in the retail store, although some States and local agencies have their own controls.



GROUND BEEF, sometimes called "hamburger," is often made by combining lean beef from the lower grades with trimmings or fat cuts from the higher grades. Also it is frequently made at the retail store entirely from the fat and lean trimmings resulting when the carcass is made into retail cuts. Hamburger usually has the most fat and costs the least. It is a good choice for dishes like spaghetti, chili, meat loaf, and casseroles.

GROUND CHUCK makes an excellent beef burger or "salisbury" steak. It usually has less fat and more lean meat than ground beef—and, if so, will shrink less in cooking. Ground chuck has enough fat, however, for good flavor and juiciness.

GROUND ROUND is especially good for weight-watchers if the fat is trimmed closely! It is usually quite lean and more expensive than ground beef or chuck. But because it is low in fat, ground round will not be quite as tender or juicy as the other kinds of ground beef.

GROUND SIRLOIN, or chopped sirloin, generally costs more than ground beef, chuck, and round. Its excellent flavor does wonders for special recipes and deluxe burgers. Many consumers, however, find ground sirloin very much like ground chuck. So, before you spend extra money for sirloin, consider whether ground chuck would suit your purposes just as well.

Use fresh ground beef within a day or two after buying. If the meat darkens on the surface, do not worry. This is caused by the air-tight package—the beef will regain its bright red color when exposed to the air. If you freeze your ground beef, wrap it in small amounts that you can use at one time. Be sure the wrapping is air-tight. You can keep ground beef frozen at 0°F. for two to three months with little loss of quality.

U.S. DEPARTMENT OF AGRICULTURE   CONSUMER AND MARKETING SERVICE

REPRINTED BY: LIZETTE L. MURPHY, ASSOCIATE PROFESSOR, CONSUMER EDUCATION, MASS
MEDIA SPECIALIST, UNIVERSITY OF FLORIDA, GAINESVILLE 10/28/75

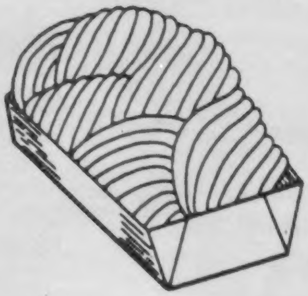
Como Comprar CARNE MOLIDA

Muchos mercados venden varias clases de carne de vaca molida ("ground beef"). Se la puede encontrar bajo las denominaciones "ground beef," "ground chuck," "ground round" y "ground sirloin." Y todas estas distintas clases de carne de vaca molida difieren principalmente en:

1) el valor de la pieza de que se obtuvieron,
2) la cantidad de grasa que contienen, y
3) el PRECIO.

Téngase presente que la carne de vaca molida procede de una gran variedad de piezas o cortes. Y estas piezas contendrán una cantidad distinta de grasa y de carne magra. De aquí que resulte difícil saber en qué proporción se hallan la una y la otra en un paquete de carne molida, es decir, cuál es el valor del cociente magra: grasa. Puede ocurrir que la "ground round," por ejemplo, tenga la misma cantidad relativa de grasa que el "ground chuck," o viceversa. La manera de saber a qué atenerse a este respecto consiste en escoger primero en el mostrador o vitrina la pieza de carne sin moler que se prefiera, y entregársela al carnicero para que la muela.

La carne "ground beef" o carne molida que ahora se empaqueta en la planta industrial y en el almacén al detalle bajo la inspección federal o del estado, no debe contener más del 30 por ciento de grasa. No hay reglamentación federal sobre el contenido de grasa de la carne molida y empaquetada en el almacén de venta al por menor, si bien algunos estados y organismos locales han puesto en vigor sus propias regulaciones sobre este punto.



La GROUND BEEF, también llamada a veces "hamburger," se elabora a menudo combinando carne magra de baja calidad con recortes de grasa procedente de piezas de calidad superior. También se elabora con frecuencia en el almacén al por menor a partir de los recortes resultantes del despiece de la res en canal para la venta inmediata. Por contener más grasa, la carne para "hamburger" cuesta menos. Es buena para "spaghetti," chili, "meat loaf" y cacerolas.

La GROUND CHUCK da excelentes bistec, "hamburger" o "salisbury." Por lo general tiene menos grasa, y más magra como consecuencia, que la "ground beef" o carne molida, y por ello encoge menos al asarla o freírla. La "ground chuck" tiene, sin embargo, bastante grasa para darle buen sabor y hacerla jugosa.

La GROUND ROUND es especialmente buena para los que "cuidan la línea," sobre todo si su grasa se mantiene en un mínimo. Suele ser bastante magra y más cara que la "ground beef" o la "chuck." Pero, por contener menos grasa, la "ground round" no será ni tan tierna ni tan jugosa como otras clases de carne molida.

La GROUND SIRLOIN o "sirloin" molido cuesta más en general que la "ground beef," "ground chuck," y "ground round." Tiene excelente sabor y se presta admirablemente para platos especiales y "hamburger" de lujo. Hay personas, sin embargo, que encuentran la "ground sirloin" muy semejante a la "ground chuck." Por eso, antes de pagar el precio extra por la "sirloin," considérese cuál de ellas conviene más en cada caso.

Consúmase la carne fresca molida o picada el mismo día o al día siguiente de haberla comprado. Si la superficie de esta carne se pone un tanto oscura, no hay que preocuparse. Ello se debe a lo apretado del paquete, y la carne recupera su color rojo al ser expuesta de nuevo al aire. Si la carne molida se congela en el hogar, envuélvasela en pequeñas porciones que se puedan consumir de una vez. Procúrese que la envoltura esté apretada para excluir el aire. Se la puede conservar a 0° F. (—17,8° C.), por dos o tres meses, con escasa pérdida de calidad.

USDA
U.S. DEPARTMENT OF AGRICULTURE CONSUMER AND MARKETING SERVICE

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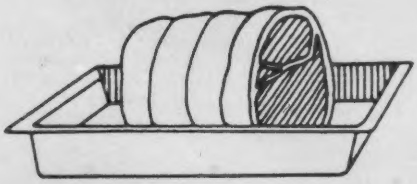
LESSON THREE
INFORMATION SHEET

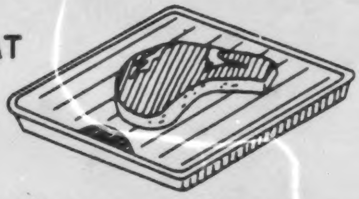
How to COOK BEEF

Any cut of beef—in any USDA grade—can be tasty and tender if it is cooked the right way. Tender cuts of beef in the higher grades may be cooked with dry heat. Less tender cuts and cuts in the lower grades can be made tender by cooking with moist heat.

DRY HEAT

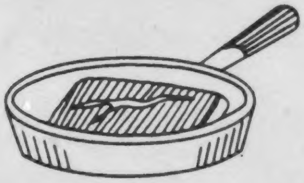


ROASTING—(Also called dry roasting or oven roasting.) Place meat on rack in shallow baking pan. Cook with fat side up in slow oven (325°F). Do not add water and do not cover. For best results use a meat thermometer to show doneness. Beef is rare at 140°F., medium at 160°F., and well done at 170°F.



BROILING—Set oven regulator at "broil." Place meat on broiling pan and cook two to five inches from heat, depending on thickness of steak. The thicker the cut, the farther it should be from the heat. Turn only once. For best results, broil longer on the first side. Cooking time will vary depending on the thickness of the steak and distance from heat. Use the same method to grill meat over charcoal.

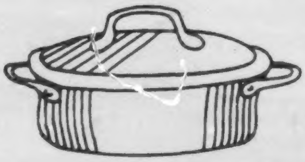
PANBROILING—It is usually best to use cuts of meat one inch or less thick. Place meat in preheated, lightly greased pan or griddle. Cook slowly, turning occasionally. Do not cover. Do not add fat or water. Pour off or remove fat as it collects.



PANFRYING—Put meat in preheated frying pan in small amount of fat. Brown meat on both sides and cook uncovered at moderate temperature. Turn occasionally.

MOIST HEAT

BRAISING—(Also called pot roasting.) Use heavy roasting pan with cover. If you like, brown meat on all sides using a small amount of fat. Add a little liquid (water or soup). Cook at low temperature, covered tightly, on stove top or in oven. If oven is used, set temperature at 325°F.



COOKING IN LIQUID—(Also called stewing.) Brown meat on all sides if desired. Cover with water. Place lid on pan and simmer (cook just below boiling point).

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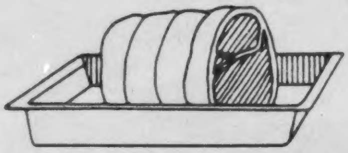
Adapted from "Beef and Veal in Family Meals" G-118

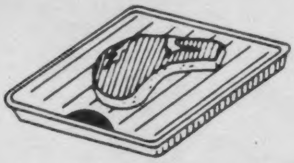
FLORIDA COOPERATIVE EXTENSION SERVICE
INSTITUTE OF FOOD AND AGRICULTURAL SCIENCES
UNIVERSITY OF FLORIDA, GAINESVILLE

Como Cocinar LA CARNE DE VACA

Cualquier pieza o corte de carne de vaca—sea cual fuere su grado de calidad de acuerdo con el criterio del Departamento de Agricultura de Estados Unidos—puede tener buen sabor y ser tierna si se la cocina como es debido. Las piezas tiernas de la carne de vaca de los grados de calidad superiores, resultan blandas si se cocinan al calor seco. Y las piezas de por sí menos tiernas y las de calidad inferior, también se pueden comer blandas con tal que se cuezan al color húmedo.

CALOR SECO

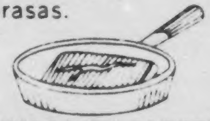




ASADO—(Llamado también asado en seco o asado al horno.) Colóquese la carne dentro del horno en una rejilla o soporte puesta a su vez sobre una bandeja de material refractario al calor. Póngase con el lado que contiene grasa expuesto al calor radiante o hacia arriba; la temperatura del horno será baja, 325° F., para que la cocción sea lenta. No se añada agua ni se tape la carne. Para mayor seguridad, utilícese un termómetro "de carne" para observar el grado de cocción. A la temperatura de 140° F., la carne está poco asada y es jugosa ("rare"); a 160° F., la cocción es media ("medium"), y a 170° F., la carne está bien cocinada ("well done").

ASADO EN CAZUELA ("panbroiling")—Para este objeto conviene que los bistecs tengan, cuando menos un espesor de 2,5 centímetros (una pulgada). Echese la carne en una sarten o cazuela precalentada y engrasada ligeramente. Cuézase despacio dando vueltas al bistec de vez en cuando. No se cubra o tape la sartén durante la cocción, ni se añada agua o grasa. Viértase la grasa líquida a medida que se acumula.

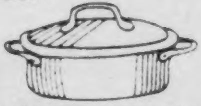
EMPARRILLADO—Póngase la llave del horno en "broiling" (a fuego "fuerte"). Colóquese la carne en la bandeja o asador ("broiling pan") y a una distancia de 6 a 13 centímetros (de 2 a 5 pulgadas) de la fuente del calor, según el espesor del bistec. Cuanto mayor sea dicho espesor más lejos debe hallarse la carne de la fuente del calor. Vuélvase la carne una sola vez. El resultado es mejor si el primer lado o cara del bistec se expone al calor por más tiempo que el lado opuesto. El tiempo de cocción dependerá del espesor de la pieza y de su distancia de la fuente del calor. Se sigue el mismo método para asar la carne sobre las brasas.



COCINADA EN SARTEN o FRITA—Una vez calentada y ligeramente engrasada la sartén, échese en ella la carne. Tuéstese el bistec por ambos lados hasta dorarlo y déjese cocer a temperatura moderada y sin cubrir la sartén. Désele la vuelta de vez en cuando.

CALOR HUMEDO

ESTOFADO—(o "Pot roasting")—Usese un recipiente (olla, pote, etc.) pesado y provisto de tapadera. Si se prefiere, tuéstese o dórese la carne todo alrededor en una pequeña cantidad de grasa. Añádase un poco de liquido, que puede ser agua o sopa. Póngase a continuación, a baja temperatura, sobre la llama o en el horno, con el recipiente bien tapado. Si se pone en el horno, gradúese su temperatura a 325° F.



COCCION EN LIQUIDO (o guisado)—Tuéstese ligeramente la carne todo alrededor si así se prefiere. Cúbrase con agua, y póngase al fuego el recipiente bien tapado. El liquido debe mantenerse por largo tiempo a una temperatura ("simmering") ligeramente inferior a la requerida para la ebullición franca.

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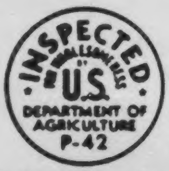
U.S. DEPARTMENT OF AGRICULTURE CONSUMER AND MARKETING SERVICE
Adapted from "Beef and Veal in Family Meals," G-118

This public document was promulgated at an annual cost of $38.00 or $ .02 per copy as support materials for Extension Home Economics bi-lingual programs.

LESSON THREE
INFORMATION SHEET

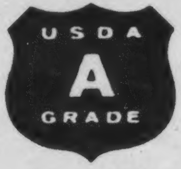
How to Buy CHICKEN and TURKEY

Chickens, turkeys, and other poultry are not only good to eat and good for you—they are often a bargain! To help you buy, here are some things to look for on the label:



SIGN OF SAFETY

This round mark means the poultry has been inspected for wholesomeness by the U.S. Department of Agriculture. It tells you that the poultry is clean and safe to eat.



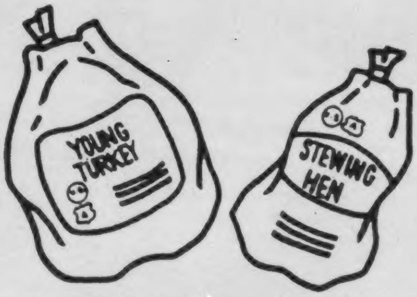
SIGN OF QUALITY

This shield-shaped mark shows that the poultry has been graded for quality by an expert Federal-State grader.

U.S. GRADE A MEANS . . TOP QUALITY . . MEATY . . LOOKS GOOD

"YOUNG" MEANS TENDER

The label will have words that show the age of the poultry. Use young poultry for frying, broiling, roasting, or barbecuing. Stew, or boil, older birds.



Young chickens are labeled fryer, broiler, roaster, young chicken, capon, or Rock Cornish game hen.

Young turkeys are labeled young hen, young tom, young turkey, or fryer–roaster.

Older chickens are labeled stewing chicken, hen, fowl, mature chicken, or old chicken.

Older turkeys are labeled mature turkey, yearling turkey, or old turkey.

HOW TO STORE IT

All poultry is perishable. Keep it cold or hard-frozen until you're ready to use it.

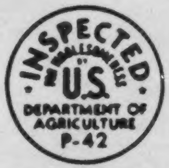
- Use fresh-chilled poultry within 1 or 2 days.
- Cook frozen poultry right after thawing.
- Completely cook poultry at one time—don't start it, then stop, and finish later.
- Put left-overs in refrigerator promptly. Use within 1 or 2 days. Freeze for longer storage.

USDA
U.S. DEPARTMENT OF AGRICULTURE
Adapted from How to Buy Poultry, G-157
CONSUMER AND MARKETING SERVICE

REPRINTED BY: LIZETTE L. MURPHY, ASSOCIATE PROFESSOR, CONSUMER EDUCATION, MASS MEDIA SPECIALIST, UNIVERSITY OF FLORIDA, GAINESVILLE 10/28/75

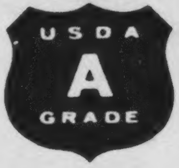
Como Comprar POLLOS y PAVOS

Los pollos, pavos y demás aves de corral, no sólo constituyen un alimento agradable y nutritivo, sino que a menudo resultan una compra ventajosa.
He aquí algunos detalles que conviene observar en la etiqueta:



MARCA DE INSPECCION SANITARIA

Esta marca circular es prueba de que el ave correspondiente ha sido objeto de inspección sanitaria por parte del Departamento de Agricultura de Estados Unidos, y en consecuencia, su carne no implica peligro para el consumidor.



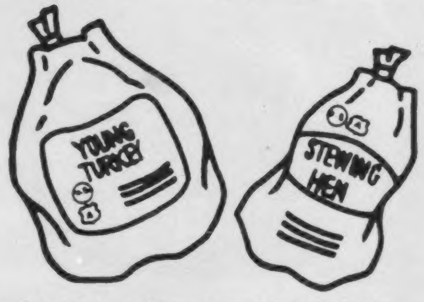
MARCA DE CALIDAD

Esta marca en forma de escudo denota que el ave respectiva fue clasificada, en cuanto a la calidad de su carne, por un experto federal-estatal en la materia.

U.S. GRADE A SIGNIFICA . . . CALIDAD SUPERIOR . . . CARNOSO O GORDO . . . Y DE BUEN ASPECTO

"YOUNG" SIGNIFICA TIERNO O DE POCA EDAD

Esta etiqueta contendrá referencias a la edad de las aves. Las tiernas se designan "for frying," "broiling," "roasting" o "barbecuing" (respectivamente, para **freír, asar en parrilla, asar al horno** o en **barbacoa**). Si las aves tienen más edad, se recomieda cocinarlas en olla o puchero.



Los pollos jóvenes o de tierna edad ("young chickens") llevan en la etiqueta "fryer," "broiler," "roaster," "young chicken," "capon," o "Rock Cornish game hen." Los pavos jóvenes o de tierna edad llevan en la etiqueta "young hen," "young tom," "young turkey," o bien "fryer-roasting."

Los pollos adultos están marcados "stewing chicken," "hen," "fowl," "mature chicken" o bien "old chicken."
Los pavos adultos llevan la marca "mature turkey," "yearling turkey" o bien "old turkey."

COMO ALMACENARLOS

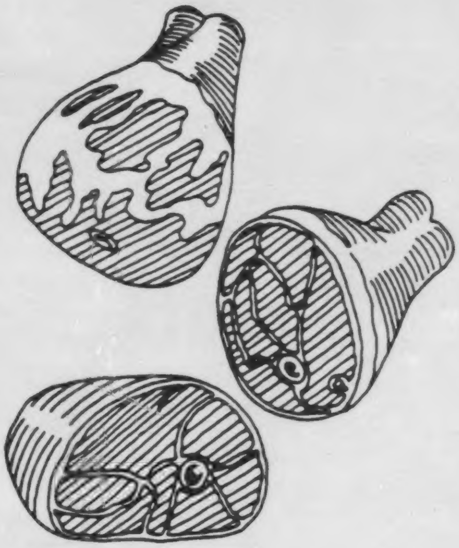
Una vez muertas, todas las aves son propensas a descomponerse. Manténganse a baja temperatura o congeladas hasta el momento de consumirlas.

- Consúmanse las aves refrigeradas (y no congeladas) en un plazo no superior a dos dias.
- Cocínense las aves congeladas justamente después de deshelarlas.
- Cuézanse las aves por completo y de una vez, nunca a medias con el intento de completar la cocción más tarde.
- La parte sobrante ha de ser puesta en la heladera inmediatamente. Consúmase en un período no mayor de dos días. Para conservarla por períodos más largos, congélese.

USDA
U.S. DEPARTMENT OF AGRICULTURE
Adapted from How to Buy Poultry, G-157
CONSUMER AND MARKETING SERVICE

How to Buy HAM

Ham is the hind leg of pork, which may be bought fresh, cured and canned, or cured and smoked. Ham is available in a variety of cuts and can be prepared for either plain or fancy eating.



CHOOSING HAM

Ham may be bought with some, all or none of the skin, fat and bone removed. You may buy a whole ham or just a portion. A bone-in ham may be made into a center roast or center slices with the remainder sold as butt and shank ends or portions. You also may choose half a ham—either the shank half or butt half. "Half" means that no slices have been removed. Boneless, skinless hams come canned or shaped into a ham roll.

COOKING HAM

Cured hams are available in two styles—cook-before-eating, or fully cooked. Fully cooked hams will be marked "cooked," "fully cooked," "ready-to-eat," or "ready-to-serve." These hams may be sliced and served cold or may be reheated until your meat thermometer reads 130°F. Cook-before-eating hams should be baked until your meat thermometer reads 160°F. Fresh cuts should be cooked to an internal temperature of 170°F.

To bake a ham, place it fat side up on a rack in a shallow baking pan. Bake uncovered in a 325°F. oven. Do not add water. Ham slices may be broiled or fried. Dry cured ham, a specialty ham often called "country cured," is popular in some areas of the country. This ham requires special cooking. Directions are usually on the label.

STORING HAM

Cured ham may be stored in its original wrapper in the refrigerator for one to two weeks. If freezer-wrapped, it may be kept frozen for up to 60 days. However, frozen cured ham may lose some of its characteristic flavor. Unopened canned hams may be kept for several weeks. They should be kept refrigerated if the label so states.

USDA U.S. DEPARTMENT OF AGRICULTURE CONSUMER AND MARKETING SERVICE

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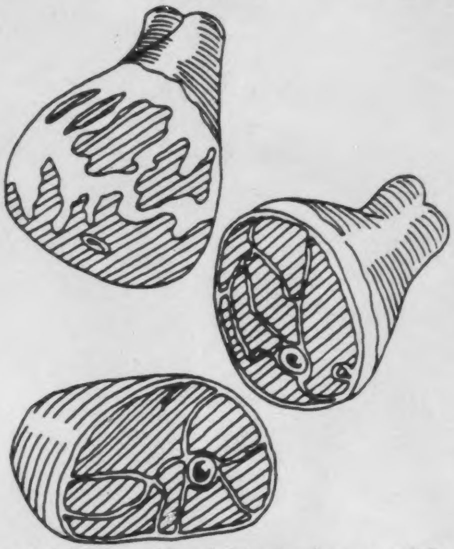
Como Comprar EL JAMON

EL JAMON ES LA CARNE procedente de la pierna trasera del cerdo, y puede venderse fresco, curado y enlatado, o curado y ahumado. Puede comprarse cortado en piezas muy variadas, y se lo puede preparar para el consumo diario o para personas u ocasiones de excepción.

COMO ELEGIR EL JAMON

Puede comprarse el jamón con toda la piel, con alguna o sin ella en absoluto; y también se vende sin hueso y sin gordura. Por ser una parte bastante grande de la res, es posible y hasta corriente comprar una parte de él. De un jamón que contenga el hueso, se puede cortar un asado central y también se puede cortar este centro en rebanadas y el resto venderlo por separado. El comprador tiene la opción de comprar la mitad de un jamón, bien la más delgada, la contigua a la canilla, o la más gruesa. Al decir "mitad" del jamón se sobreentiende que no se ha cortado o separado previamente ninguna rebanada. Los jamones sin hueso y sin piel se ponen en venta enlatados o bien enrollados ("ham roll").



JAMON PARA COCER

El jamón curado se presenta de dos maneras: precocido y cocido del todo. Los vendidos de esta segunda manera, estarán marcados "cooked," "fully cooked," "ready-to-eat" o "ready-to-serve," (respectivamente, cocido, cocido por completo, listo para comerlo y listo para servirlo). Estos jamones se pueden rebanar o cortar en lonjas para comerlas en frío o bien pueden ser recalentadas al horno hasta que el termómetro de la carne ("meat thermometer") marque 130° F. Por el contrario, los jamones cuya etiqueta reza "cook-before-eating," deben ser puestos en el horno hasta que dicho termómetro alcance la temperatura de 160° F. La piezas de jamón fresco deben cocerse hasta que su temperatura interna llegue a 170° F.

Para cocer al horno un jamón, póngase éste sobre una capa de grasa y de lado, en una rejilla colocada a su vez en una plancha metálica o bandeja apropiada. Cuézase al descubierto en el horno a la temperatura de 325° F. No se añada agua. En cuanto a los Estados Unidos, tiene mucha aceptación el jamón curado en seco, especialidad llamada con frecuencia "country cured" (curado del país). Este jamón requiere cocción especial. Las instrucciones al efecto suelen constar en la etiqueta correspondiente.

COMO GUARDAR EL JAMON

El jamón curado se puede guardar, en la envoltura que trae al comprarlo, en el refrigerador por un periodo de dos semanas. Pero si se envuelve en un papel especial para mantenerlo a baja temperatura, (en el "deep-freezer") puede conservarse por un lapso de hasta 60 días. Sin embargo, el jamón curado mantenido en estado de congelación puede perder parte de su buen sabor característico. El jamón enlatado cuyo envase no se ha abierto aún, se puede conservar por varias semanas. Estos jamones deben conservarse en el refrigerador, caso de que la etiqueta lo recomiende.

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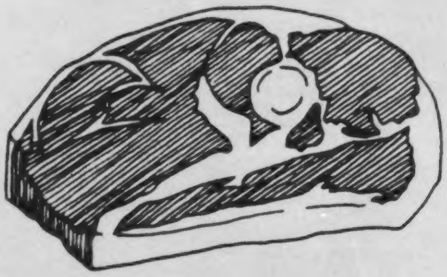
U.S. DEPARTMENT OF AGRICULTURE CONSUMER AND MARKETING SERVICE

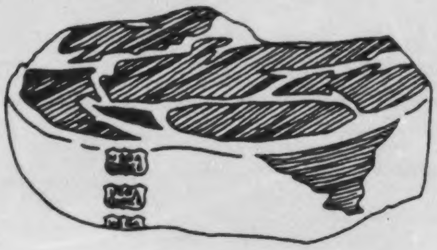
This public document was promulgated at an annual cost of $ 38.00 or $ .02 per copy as support materials for Extension Home Economics bi-lingual programs.

How to Buy CHUCK ROASTS and STEAKS

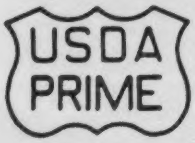
Beef chuck roasts and steaks are often a good buy. There are two kinds—shoulder arm chuck and blade chuck.

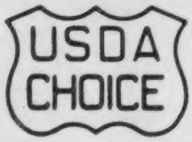


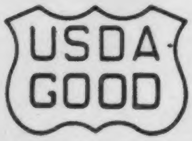
Shoulder arm chuck has a small round bone and not much waste. It is not a tender cut, so it must be cooked with some water to make it tender. Shoulder arm cuts make good pot roasts or "Swiss steak."



Blade chuck cuts have one long thin bone, and some rib bones along one side. They also have a good bit of fat. But they are fairly tender. If you buy a blade chuck roast, look for the USDA shield stamped on it. If it has one of these marks, showing that it is USDA Prime or USDA Choice, then you can cook it in the oven without adding water or covering the pan. Use a low temperature (325°) and cook it slowly.







If your blade chuck roast is marked USDA Good or USDA Standard, or if it does not have a grade shield on it, it should be pot roasted—cooked with some moisture—to make sure it will be tender. Blade chuck steaks, being thinner, should usually be cooked with moisture.

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U.S. DEPARTMENT OF AGRICULTURE
Adapted from How to Buy Beef Steaks, G-145, and
How to Buy Beef Roasts, G-146

CONSUMER AND MARKETING SERVICE

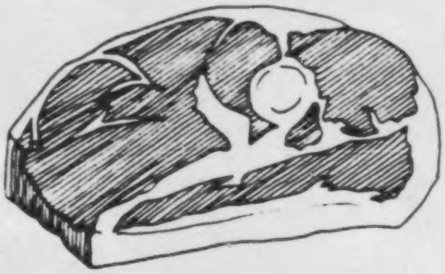
REPRINTED BY: LIZETTE L. MURPHY, ASSOCIATE PROFESSOR, CONSUMER EDUCATION, MASS MEDIA SPECIALIST, UNIVERSITY OF FLORIDA, GAINESVILLE 10/28/75

LESSON THREE
FLORIDA COOPERATIVE EXTENSION SERVICE
INSTITUTE OF FOOD AND AGRICULTURAL SCIENCES
UNIVERSITY OF FLORIDA, GAINESVILLE

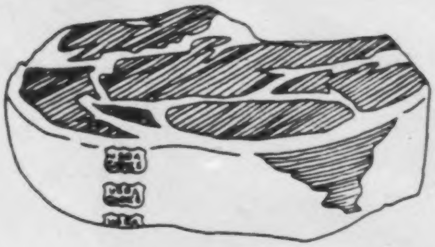
Como Comprar CHUCK ROASTS y STEAKS

HOW TO BUY CHUCK ROASTS AND STEAKS (Continued)

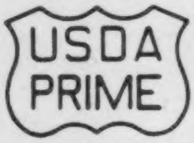
Los "chuck roasts" y los bistecs de carne de vaca son a menudo compras ventajosas. Hay dos clases de "chuck," el de "arm" (brazo) y el de "blade" (paletilla).

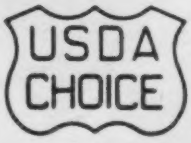


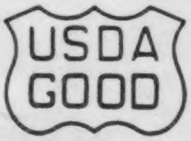
El "shoulder arm chuck" tiene un hueso pequeño y redondo, y no mucho desperdicio. No es pieza tierna, por lo que se debe cocinar con alguna agua para ablandarlo. Los bistecs de "shoulder arm" son buenos para estofado o para "bistec suizo."



Las piezas de "blade chuck" tienen un hueso largo y delgado y algunas costillas a un lado. También contienen su buena porción de gordura. Pero son bastante tiernas. Al comprar asado de "chuck" de escápula, búsquese la marca del USDA estampada en él. Si dicha marca es **USDA Prime** o **USDA Choice**, se lo puede asar en el horno sin añadir agua o sin tapar la cazuela que lo contiene. Póngase el horno a baja temperatura (325° F.) y cuézase lentamente.







Si el "chuck" de paletilla lleva la marca **USDA Good** o **USDA Standard**, o bien si carece de marca alguna, se debe estofar en olla o marmita ("pot roasted") con alguna agua para tener la seguridad de que está blando. Los "chuck steaks" de paletilla, por ser más delgados, deben en general cocinarse al calor húmedo.

U.S. DEPARTMENT OF AGRICULTURE
Adapted from How to Buy Beef Steaks, G-145, and
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LESSON THREE

INFORMATION SHEET

How to Buy PORK

QUALITY

Pay close attention to the pork you choose at the meat counter. The most important thing to look for is a high proportion of lean. Choose pieces with as little fat as possible. Pork should, however, have at least a little marbling (flecks of fat in the lean.) For best eating, choose fresh pork that is firm and grayish pink in color.

STORAGE

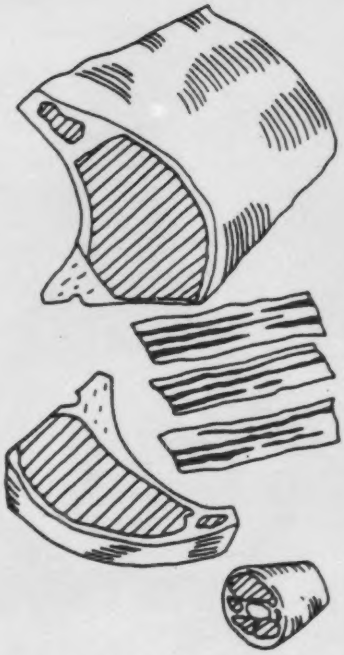
Fresh pork should be stored uncovered or loosely covered in the coldest part of the refrigerator. Prepackaged pork should have the wrapper loosened unless the meat is to be used within a day or two. **Cured and smoked pork** should be stored in its original wrapper in the refrigerator, not to exceed one to two weeks. **Cooked pork** should be cooled then tightly covered for refrigerator storage.

For longer storage, freeze pork at 0° F. or lower. Recommended storage time for

home-frozen **cured pork:**	Bacon	Less than 1 month
	Ham	1-2 months
for home-frozen **fresh pork:**	Chops	3-4 months
	Roasts	4-8 months
	Sausage	1-2 months

COOKING

Pork should be cooked "well done." For roasts, this means that your meat thermometer should read 170° F. Here are methods for cooking some cuts of pork:



ROAST: fresh and smoked loin roasts, fresh and smoked hams, fresh and smoked picnic shoulders, pork shoulder butts (Boston butts), whole tenderloin, and spareribs. Oven temperature for roasting should be 325° F.

BROIL OR FRY: chops, ham slices, shoulder steaks, bacon, Canadian-style bacon, sausage and salt pork.

BRAISE: chops, tenderloin (filet), shoulder steaks, diced pork meat, spareribs, and backribs.

COOK IN LIQUID: hocks, pigs' feet, smoked picnic shoulder, and fresh spareribs.

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REPRINTED BY: LIZETTE L. MURPHY, ASSOCIATE PROFESSOR, CONSUMER EDUCATION, MASS MEDIA SPECIALIST, UNIVERSITY OF FLORIDA, GAINESVILLE 10/28/75

Como Comprar CARNE DE CERDO

CALIDAD

Préstese atención especial a la carne de cerdo que se elija en el mostrador. La cosa más importante para el comprador es la cuantía de carne magra que contiene la pieza. Procúrese que la gordura sea minima. Sin embargo, la carne de cerdo debe contener por lo menos algunas vetas de gordura intercaladas en el músculo ("marbling"). Para que el bocado sea de buen gusto, elijase la carne de cerdo fresca de modo que tenga consistencia y un color rosa-grisáceo.

ALMACENAMIENTO

La **carne de cerdo fresca** debe guardarse en la parte más fria del refrigerador sin cubrir o parcialmente cubierta. La carne de cerdo previamente empaquetada, debe ser desenvuelta al llegar del mercado, a menos que se la coma antes de un plazo de dos dias. Por el contrario, la carne de cerdo curada y ahumada debe guardarse en el paquete en que se vende y en el refrigerador, aunque no por más de una o dos semanas. La carne de cerdo cocida hay que dejarla enfriar y luego envolverla herméticamente para su conservación en el refrigerador.

Para almacenaje a largo plazo, congélese la carne de cerdo a 0° F. (a —17,8° C.) o todavía a temperatura más baja.

Periodo de conservación de la carne de cerdo **curada** y luego congelada en el hogar:	"Bacon"	Menos de 1 mes
	Jamón	De 1 a 2 meses
Carne de cerdo fresca congelada en casa:	Chuletas	De 3 a 4 meses
	Asados	De 4 a 8 meses
	Salchichas	De 1 a 2 meses

COCCION

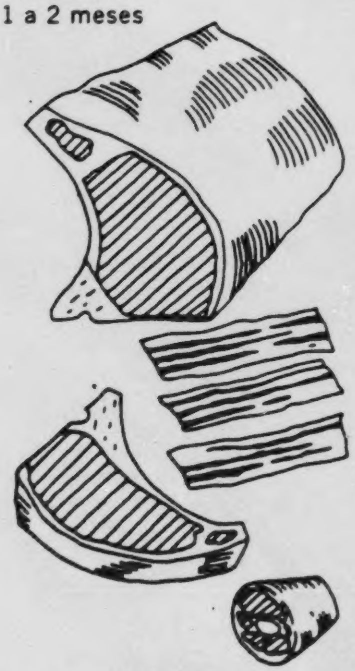
La carne de cerdo debe estar "bien hecha o cocida." Si se trata de asados, "bien hecha o cocida" significia que el termómetro "para carne" debe marcar 170° F. He aquí la manera de cocinar algunos cortes o piezas de carne de cerdo:

ASADOS: asados de lomo frescos o ahumados, jamones frescos o ahumados, brazo ("picnic") fresco o ahumado, carne de paleta ("shoulder butts" o "Boston butts"), solomillo entero, costillas. La temperatura del horno para asados será de 325° F.

ASADOS EN PARRILLA O PARA FREIR: chuletas, lonjas de jamón, bistecs de paleta, tocino entreverado ("bacon"), "bacon" canadiense, salchichas y carne de cerdo salada.

ESTOFADO: chuletas, filetes de solomillo, bistecs de paleta, carne de cerdo cortada en cubitos, y costillas delanteras y traseras.

COCIDO AL CALOR HUMEDO: jarretes, patas de cerdo, paleta ahumada ("picnic") y costillas.



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LESSON THREE

DISCUSSION QUESTION SHEET

HOW TO BUY MEAT

CARNE

1. What part of the pork does ham come from?
   De que parte del puerco se prepara el jamón?

2. What does "half" mean when buying ham?
   Qué significa la palabra "half" (mitad) al comprar jamón?

3. What are the two styles that cured hams are available in?
   En que dos estilos se puede obtener el jamón curado?

4. How are fully cooked hams marked?
   Cómo se identifican los jamones cocinados del todo?

5. How are cured hams stored?
   Unopened canned hams?
   Cómo se conservan
      Los Jamones curados?
      Los Jamones enlatados sin abrir?

6. What is the suggested cooking method for making less tender cuts of meat more tender?
   Que método de cocinar se sugiere para que los cortes de carne menos tiernos resulten más tiernos?

7. List four dry heat methods of preparing meats.
   Enumere cuatro métodos de cocinar carne al calor seco.

8. List two moist heat methods of preparing meats.
   Enumere dos métodos de cocinar carne al calor húmedo.

9. Name some recipes you are familiar with that use each of these methods.
   Diga el nombre de dos recetas que usted conozca en que se utilicen cada uno de estos métodos.

LESSON THREE

DISCUSSION QUESTION SHEET
HOW TO BUY MEAT
(CONTINUED)
CARNE

10. How many different labels does "ground beef" have?
Cuantas denominaciones distintas existen para la carne molida ("ground beef")?

11. In what three ways do these three kinds of ground beef differ?
De qué tres maneras se diferencian estas tres clases de carne de res molida?

12. Which kinds of ground beef are most expensive and which are least expensive?
Que clases de carne de res son las más costosas y cuáles son las menos costosas?

13. What is the most important thing to look for when buying pork?
Qué es lo más importante de notar al comprar carne de puerco?

14. Why should pork be cooked "well done"?
Por qué debe cocinarse el puerco "bien cocinado"?

15. How should fresh pork be stored?
Cómo debe conservarse la carne de puerco fresca?

16. What is the difference between fresh pork and cured pork?
Cuál es la diferencia entre carne de puerco fresca y carne de puerco curada?

17. How long will fresh poultry keep in the refrigerator?
Por cuanto tiempo se conservarán en buen estado en el refrigerador las aves frescas?

18. What is the difference between a young chicken and an old chicken?
Cuál es la diferencia entre un pollo "young" (joven) y uno "old" (viejo)?

19. How should poultry be stored?
Cómo deben conservarse las aves?

20. What does U.S.D.A. Grade "A" mean?
Qué significa la clasificación "U.S.D.A. Grade A"?

LESSON 3

TRANSPARENCY

ESSENTIAL NUTRIENTS

NUTRITION BASICS FOR MEAL PLANNING

1. FRUITE AND VEGETABLE GROUP
   - CARBOHYDRATES
   - VITAMIN A
   - VITAMIN C
   - IRON
2. BREAD AND CEREAL GROUP
   - CARBOHYDRATES
   - PROTEIN
   - NIACIN
   - RIBOFLAVIN
   - THIAMIN
   - IRON
3. MILK GROUP
   - PROTEIN
   - VITAMIN A
   - VITAMIN D
   - RIBOFLAVIN
   - CALCIUM
4. MEAT GROUP
   - PROTEIN
   - FAT
   - NIACIN
   - RIBOFLAVIN
   - THIAMIN
   - IRON

LESSON THREE

ESSENTIAL NUTRIENTS WORKSHEET

Directions: List the main food source in Column II of the nutrient listed in Column I. In Column III, list the function of that nutrient.

I NUTRIENT	II SOURCE (main)	III FUNCTION
VITAMIN A		
VITAMIN B		
VITAMIN C		
VITAMIN D		
IRON		
CALCIUM		
PROTEIN		
CARBOHYDRATE (sugar)		
CARBOHYDRATE (starches)		
FATS		
WATER		

LESSON THREE
ESSENTIAL NUTRIENTS WORKSHEET
ELEMENTOS NUTRITIVOS ESENCIALES

I ELEMENTO NUTRITIVO	II FUENTE PRINCIPAL DE ABASTECIMIENTO	III FUNCION
VITAMINA A		
VITAMINA B		
VITAMINA C		
VITAMINA D		
HIERRO		
CALCIO		
PROTEINA		
CARBOHIDRATO (azucar)		
CARBOHIDRATO (almidones)		
GRASAS		
AGUA		

RECIPE FOR
LESSON THREE

CHUCKWAGON BURGERS
HAMBURGUESAS A LA CARRETA

1	lb. ground beef
8	hamburger buns
2	tablespoons chopped onions
1	teaspoon salt
1/8	teaspoon pepper
1	(8 oz.) can tomato sauce

1	libra de picadillo de res
8	panecitos para hamburguesa
2	cucharadas de cebolla picada
1/8	cucharadita de pimienta
1	cucharadita de sal
1	lata (8 oz.) de salsa de tomate

Hollow out centers of the buns leaving bottom and 1/2 inch rim. Crumble up the bread you have removed and mix well with onions, beef, salt, pepper, and tomato sauce. Fill buns. Bake on cookie sheet in preheated oven at 375°F for 20 minutes.

Ahueque el centro de los panecitos, dejando el fondo y 1/2 pulgada de borde. Desmorone el pan que quitó del centro de los panecitos y únalo a la carne, cebolla, sal, pimienta y salsa de tomate. Caliente el horno a 375°F. Rellene los panecitos. Coloquelos en una bandeja de hornear galleticas y cocínelos al horno durante 20 minutos.

RECIPE FOR
LESSON THREE

TACOS

1	lb. ground beef
1/3	cup (1 1/4 oz.) Taco seasoning
3/4	cup water
1	dozen Taco shells
2	cups grated Cheddar cheese
2	cups diced tomatoes
2	cups shredded lettuce
1	cup Taco sauce

Place ground beef in a frying pan (do not add any fat); saute over high heat, stirring until brown on all sides. Drain fat. Add Taco seasoning and water; stir to mix well. Bring to a boil, reduce heat and simmer uncovered 15 - 20 minutes, stirring occasionally until liquid is reduced.

Spoon 1 to 1 1/2 tablespoons of meat mixture into each Taco shell. Top meat filling with grated cheddar cheese, diced tomatoes, lettuce and Taco sauce. Yield 2 1/4 cups filling enough for 12 Tacos.

1	lb. carne de res molida
1/3	taza (1 1/4 oz.) condimento de Tacos
3/4	taza de agua
1	docena de conchas para Tacos
2	tazas de queso Chédar rallado
2	tazas de tomates picaditos
2	tazas de lechuga cortada en trizas
1	taza de salsa para Tacos

Coloque la carne molida en una sartén (no le agregue grasa alguna); cocínelo a fuego alto, revolviendo para que se dore por todas partes. Escurra la grasa. Agregue el condimento de Tacos y el agua; mézclelo bien, revolviendo. Caliéntelo hasta que rompa a hervir, baje el calor y cocínelo descubierto, a fuego lento, durante 15 - 20 minutos, revolviendo de vez en cuando hasta que se consuma el líquido.

En cada concha de Taco, coloque de 1 a 1 1/2 cucharadas de relleno de carne, el queso rallado, los tomates picaditos, la lechuga y la salsa de Taco.

Rinde 2 1/4 tazas de relleno, suficiente para 12 Tacos.

RECIPE FOR
LESSON THREE

PIZZA

2	cups all-purpose flour	2	tazas de harina
2	teaspoons baking powder	2	cucharaditas de polvo de hornear
1	teaspoon salt	1	cucharadita de sal
2/3	cup milk	2/3	taza de leche
1/4	cup salad oil	1/4	taza de aceite
2	tablespoons salad oil	2	cucharadas de aceite

TOPPING
CUBIERTA

1/2	cup grated Parmesan cheese	1/2	taza de queso parmesano rallado
1	can (8 oz.) tomato sauce	1	taza de salsa de tomate (8 oz.)
1/2	teaspoon salt	1/2	cucharadita de sal
1/2	teaspoon oregano	1/2	cucharadita de orégano
1/4	teaspoon pepper	1/4	cucharadita de pimienta
1/2	pound shredded mozzarella cheese	1/2	libra de queso mozarela rallado

Heat oven to 425°. Measure flour, baking powder, salt, milk and 1/4 cup salad oil into bowl. Stir vigorously until mixture leaves side of bowl. Gather dough together and press into ball. Knead dough in a bowl 8 times to make smooth. Divide dough in half.

On lightly floured board, roll each half into 13-inch circle. Place on round pizza pan or baking sheet. Turn up edge 1/2 inch. Brush circles with 2 tablespoons salad oil. Place topping on pizza. Bake 20 to 25 minutes. Cut into wedges to serve. Two pizzas.

Caliente el horno a 425°F. Vierta la harina, polvo de hornear, sal, leche y el 1/4 de taza de aceite en un tazón. Mézclelo vigorósamente hasta que la mezcla se desprenda de los lados del tazón. Reúna la masa y forme una bola. Amásela dentro del tazón 8 veces para suavizarla. Divida la a masa a la mitad.

En una tabla ligéramente espolvoreada con harina, extienda cada bola de masa hasta formar un círculo de 13 pulgadas. Coloque cada uno en un molde de pizza redondo o una tártera de hornear. Vire hacia arriba un borde de 1/2 pulgada. Con una brocha, esparza las dos cucharadas de aceite sobre la masa. Coloque sobre la masa los ingredientes para la cubierta en el orden listado en la receta que aparece arriba.
Hornéese durante 20 a 25 minutos. Córtese al servir. Rinde 2 pizzas.

RECIPE FOR
LESSON THREE

SAUSAGE QUICHE
QUICHE DE SALCHICHA

1	lb. ground sausage
1 1/2	cup chopped onions
1	cup shredded cheddar cheese
3/4	cup Bisquick baking mix
3	eggs
1/2	teaspoon salt
1/4	teaspoon pepper
1 1/2	cup milk

1	libra de salchicha molida (no enlatada)
1 1/2	taza de cebolla
1	taza de queso chédar rallado
3/4	taza de mezcla de hornear "Bisquick"
3	huevos
1/2	cucharadita de sal
1/4	cucharadita de pimienta
1 1/2	taza de leche

Heat oven to 400°.
Lightly grease 10 inch pie plate. Cook and stir sausage and onions until brown, drain. Stir in salt and pepper. Spread sausage in pie plate; sprinkle with cheese. Beat remaining ingredients until smooth (15 seconds in blender on high speed or 1 minute with hand beater). Pour into pie plate. Bake until golden brown and knife inserted in center comes out clean, about 30 minutes. Let stand 5 minutes; garnish as desired. Refrigerate remaining pie.

Note: If using 9" pie plate, decrease milk to 1 cup, baking mix to 1/2 cup and eggs to two.

Caliente el horno a 400°F.
Engrase ligéramente un molde de pastel de 10 pulgadas. En una sartén, cocine la salchicha y la cebolla hasta dorarlo; escúrralo. Agregue la sal y la pimienta. Colóquelo en el molde; cúbralo con el queso rallado. Bata el resto de los ingredientes hasta que estén bien unidos. (Durante 15 segundos en la batidora eléctrica a alta velocidad, o 1 minuto con la batidora de mano). Viértalo en el molde. Cocínelo al horno alrededor de 30 minutos; la cubierta estará dorada y al introducir en el centro un cuchillo, esté saldrá limpio. Déjelo reposar 5 minutos; adórnelo a su gusto. Puede guardar lo que quede en el refrigerador.

Nota: Si se usa un molde de 9", disminuya la leche a 1 taza, la mezcla Bisquick a 1/2 taza y los huevos a dos. Hornéelo durante 30 - 35 minutos.

RECIPE FOR
LESSON THREE

PICADILLO

1/4	cup oil
1	onion
1	large green pepper
1/2	lb. ground beef
1/4	lb. ground pork
1/4	lb. ground cooking ham
1/2	cup chopped, pitted, green olives
1	teaspoon salt
1	teaspoon garlic powder
1	teaspoon Accent
1/8	teaspoon pepper
1/2	cup tomato sauce
1/4	cup cooking sherry

1/4	taza de aceite
1	cebolla
1	ají grande
1/2	lb. de carne de res molida
1/2	lb. de carne de puerco molida
1/2	lb. de jamón molido
1/2	taza de aceitunas sin semilla, picadas
1	cdta. de sal
1	cdta. de polvo de ajo
1	cdta. de Accent
1/8	cdta. de pimienta
1/2	taza salsa de tomate
1/4	taza de vino seco

Cook the chopped onion and green pepper in medium hot oil in a skillet. Add the meat, pork and ham and cook everything for a few minutes, stirring. Add remaining ingredients and cook at medium heat for 20 minutes. Serves 6.

Caliente el aceite y sofría en él la cebolla picadita, y el ají también picadito. Agregue las carnes y el jamón y cocínelo todo durante unos minutos revolviéndolo para que no se pegue. Añádale los demás ingredientes y déjelo cocinar a fuego mediano durante unos veinte minutos. Da 6 raciones.

RECIPE FOR LESSON THREE

WHITE RICE
ARROZ BLANCO

1 1/3	cups rice
2 2/3	cups water
1	teaspoon salt
2	tablespoons oil

1 1/3	tazas de arroz
2 2/3	tazas de agua
1	cucharadita de sal
2	cucharadas de grasa

Heat rice, water and salt to boiling. stirring once or twice. Reduce heat to simmer; cover pan tightly and cook 14 minutes. (Do not lift cover or stir.) Remove pan of cooked rice from heat. Fluff rice lightly with fork; cover and let steam 5 to 10 minutes. Yield: About 4 cups.

Coloque el arroz, agua, grasa, y sal en una cazuela al fuego hasta que hierva, revolviendo una o dos veces. Baje el fuego al mínimo; cubra la cazuela y cocine el arroz durante 14 minutos (no destape la cazuela ni revuelva el arroz). Retire la cazuela del fuego. Revuelva el arroz ligeramente con un tenedor; cúbralo y déjelo reposar por 5 o 10 minutos. Rinde 4 tazas de arroz cocinado.

APPENDICES

LESSON FOUR

LESSON FOUR

DISCUSSION QUESTIONS: SOUND NUTRITIONAL PLANNING
PLANES NUTRICIONALES SANOS

1. Which is your place in the life cycle?
   Cuál es su posición en el ciclo de vida?

2. Notice how many servings are suggested for each group. Do you have these amounts daily?
   Fíjese en el numero de porciones que se sugieren para cada grupo. Consume usted estas cantidades diariamente?

DISCUSSION QUESTIONS: WHAT MAKES MEALS APPEALING?
QUE HACE LAS COMIDAS APETITOSAS?

1. What elements make a meal appealing?
   Que elementos hacen una comida apetitosa?

2. Why is texture important in meal planning?
   Por qué es la consistencia de los alimentos importante al planear las comidas?

3. Why is color important in meal planning?
   Por qué es importante el color al planear las comidas?

LESSON FOUR
(Continued)

DISCUSSION QUESTIONS: HOW NUTRITIOUS MEALS CAN BE SLIMMING
COMO LAS COMIDAS NUTRITIVAS PUEDEN SER BUENAS PARA ADELGAZAR

1. Why are these foods appealing to the person who wants to lose weight?
   Por qué son estos alimentos atractivos a las personas que quieren rebajar de peso?

2. Point out the methods used to slim down?
   Señale los métodos que se utilizan para bajar de peso?

DISCUSSION QUESTIONS: DO-AHEAD MEALS
COMIDAS PREPARADAS POR ADELANTADO

1. What methods are used to make "do-ahead" meals?
   Que métodos se utilizan para preparar comidas "por adelantado"?

2. What are some tips for packing lunches ahead of time?
   Cuáles son algunas sugerencias para preparar por adelantado almuerzos de llevar consigo?

LESSON FOUR
(Continued)

DISCUSSION QUESTIONS: THE RDA: WHERE MEAL PLANNING BEGINS
"RDA": DONDE LOS PLANES PARA LAS COMIDAS COMIENZAN

1. What does the term RDA stand for?
   Qué significan las iniciales RDA?

2. Using the information on the transparency, locate the RDA of niacin for a 16 year old male. What is suggested?
   Utilizando la información en la proyección, busque la "RDA" de niacina para un joven de 16 años. Qué se recomienda?

3. What is the RDA of protein for a 18 year old female?
   Cuál es la "RDA" de proteína para una mujer de 18 años?

4. Which of the foods listed have less than 20% of the RDA of calcium but contains a sufficient amount of all the other nutrients?
   Cuáles de los alimentos en la lista tienen menos del 20% de la "RDA" de calcio, pero contienen lo suficiente de los demás elementos nutritivos?

DISCUSSION QUESTIONS: SUPERSNACKS
SUPER MERIENDAS

1. Which of these snack suggestions are new to you?
   Cuáles de las meriendas recomendadas son nuevas para usted?

2. Name your favorite snack.
   Diga su merienda preferida.

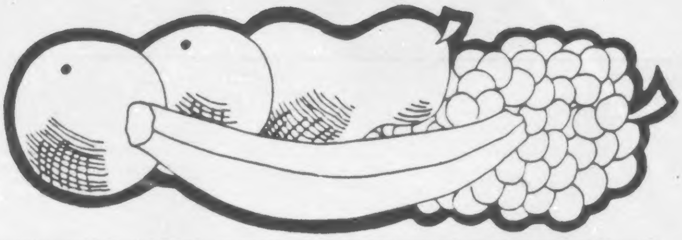
3. Would you like to try some of these?
   Le gustaría probar algunas de éstas?

DISCUSSION QUESTIONS: WHAT ABOUT BREAKFAST?
QUE HUBO DEL DESAYUNO?

1. The four food groups are represented in three of the suggested breakfast menus.
   Los cuatro grupos de alimentos están representados en tres de los menús de desayuno que se sugieren. Puede encontrarlos? Cuáles son?

2. Which menu supplies the least amount of nutrients?
   Que menú brinda la menor cantidad de elementos nutritivos?

3.
Are you a savvy saver?



Look over this list. Beside each item, check whether it can help save time, money or energy. Then explain your answer in the space provided.

Hint: Some things can save in more ways than one.

Buying or Using . . .	**Can Save . . .**			**How or Why? Explain Your Answer Here.**
	Time	**Money**	**Energy**	
1. Foods in Season				
2. Coupons				
3. Weekly Menu Plan				
4. Unit Pricing				
5. Sealable bowls that can be used for food preparation, storing or serving				
6. Leftovers				
7. Nutritional Facts On Food Labels				
8. Microwave Oven				
9. Sealable, reusable storage containers that won't break				
10. Convenience Foods				
11. Shopping List				
12. Organized Kitchen Equipment				

Review your answers. Place the following symbols by each item on the printed list.
* — if a member of your family uses it to save now
# — if you use it now, or plan to in the future
X — if you don't plan to use it in the future; explain your opinions about these items on the back of this sheet

ES USTED SABIDUCHO EN AHORRAR?

Revise esta lista. Al lado de cada partida, marque si la misma ayuda a ahorrar tiempo, dinero o energía. Después explique su respuesta en el espacio provisto. Nota: Algunas cosas ahorran en más de una manera.

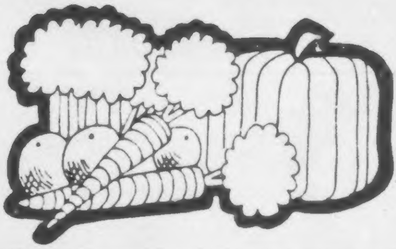
Comprar o Usar . . .	Puede Ahorrar			Cómo o por qué?
	Tiempo	Dinero	Energía	Explique su respuesta aquí.
1. Alimentos en Estación				
2. Cupones				
3. Plan de menú semanal				
4. Calcular el precio por unidad				
5. Recipientes sellables utilizables para preparar, servir o guardar comida				
6. Sobrantes de comida				
7. Etiquetas con datos de nutrición				
8. Horno de micro-ondas				✓
9. Recipientes sellables, irrompibles, y de uso continuado para guardar alimentos.				
10. Alimentos semi-preparados				
11. Lista de compras				
12. Equipo de cocina organizado				

Revise sus respuestas. Ponga uno de los siguientes símbolos al lado de cada partida de la lista.

* – Si algún miembro de su familia lo utiliza para ahorrar.
= – Si usted ya lo usa, o piensa usarlo.
X – Si usted no piensa usarlo en el futuro, explique su opinión en el reverso de esta página.

6.

How would you go about getting it together?



All of these steps can be used to plan and prepare a meal. Number them in the order that you would do them. 1 = first step; 10 = last step.

	read several recipes		make a shopping list
	set the table		decide how much you want to spend
	inspect your shelves, refrigerator and freezer to see what you have on hand		start making the dish that takes the least time
	start making the dish that takes the most time		buy groceries, including staples
	decide how much time you want to spend		plan an exact menu, including sauces, desserts, and everything else

Now write a menu for a meal you might make for your family.

What jobs would you do:

24 hours ahead

4 hours ahead

2 hours ahead

1 hour ahead

30 minutes ahead

Just before sitting down to eat

COMO LO ORDENARIA USTED?

Todos estos pasos se utilizan al planear y preparar una comida. Enumérelos en el orden en que usted lo haría. 1 = primer paso; 10 = último paso

	Lea varias recetas		Haga una lista de compras
	Ponga la mesa		Decida cuanto desea gastar
	Revise sus estantes, refrigerador y congelador, para ver lo que tiene		Comience a preparar el plato que menos demora
	Empiece a preparar el plato que más demora		Compre los alimentos, incluyendo artículos de primera necesidad
	Decida cuanto tiempo desea emplear		Planée el menú exacto, incluyendo salsas, postres, y todo lo demás

Ahora escriba el menú que escogería para una comida de su familia.

Que tareas haría usted:

24 horas antes

4 horas antes

2 horas antes

1 hora antes

30 minutos antes

Justamente antes de sentarse a comer

LESSON FOUR

DISCUSSION QUESTION SHEET

BREAD AND CEREAL GROUP
GRUPO DE PAN Y CEREALES

1. What nutrients are found in the bread and cereal group?
   Que elementos nutritivos se encuentran en el grupo de pan y cereales?

2. What are some foods found in this group?
   Cuáles son algunos alimentos pertenecientes a este grupo?

DISCUSSION QUESTIONS: PAN Y CEREALES A BASE DE GRANO ENTERO O ENRIQUECIDOS

1. What does "enriched" mean?
   Qué significa la palabra "enriched" (enriquecido)?

2. What vitamins are added to these products?
   Que vitaminas se le han agregado a estos productos?

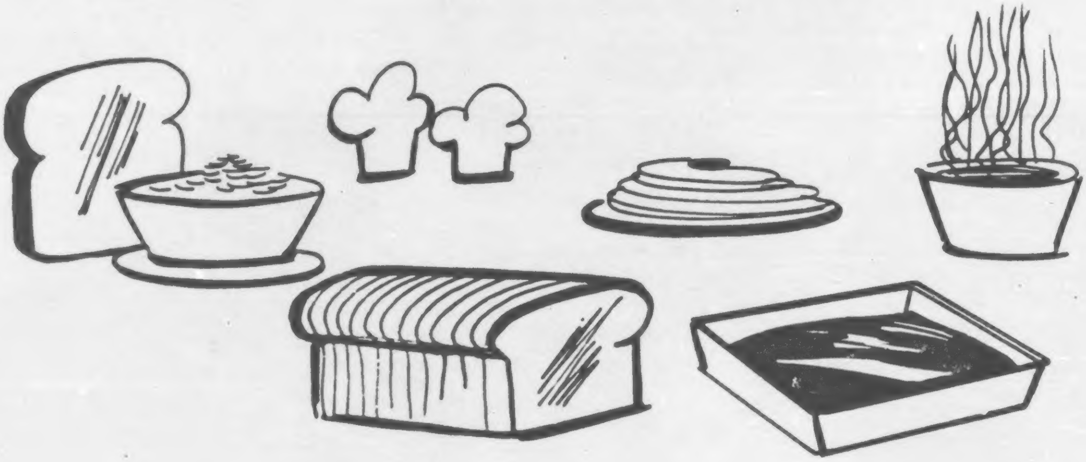
LESSON FOUR

HOME ECONOMICS 2

Pan y Cereales a Base de Grano Entero o Enriquecidos

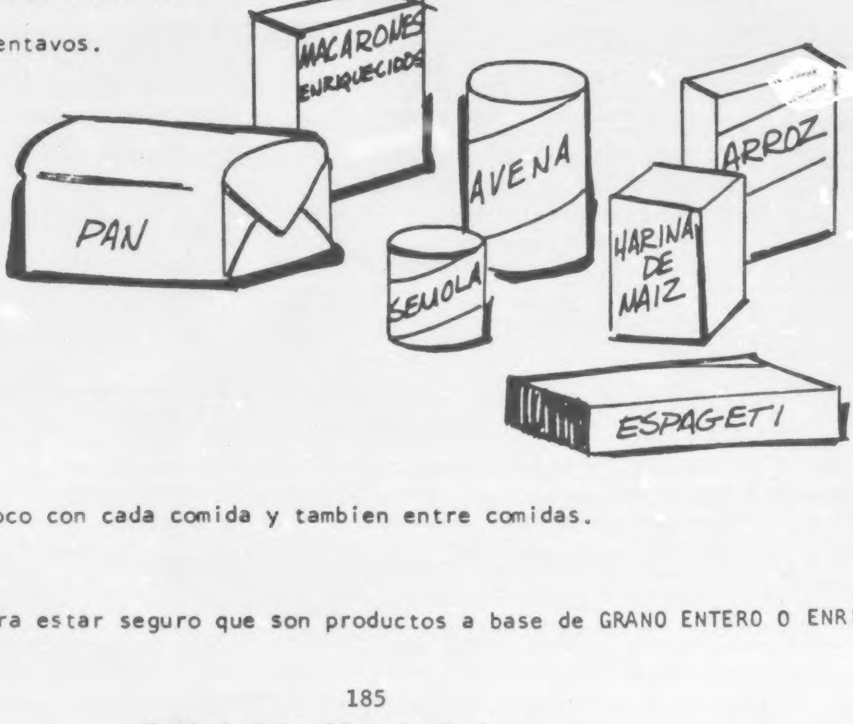
INFORMATION SHEET

Una buena selección para la familia que desea ahorrar.



Tienen mucho valor alimenticio

Por unos pocos centavos.


MACARONES ENRIQUECIDOS
AVENA
ARROZ
PAN
HARINA DE MAIZ
SEMOLA
ESPAGETI

Sirva un poco con cada comida y tambien entre comidas.

Siempre lea la etiqueta para estar seguro que son productos a base de GRANO ENTERO O ENRIQUECIDOS.

BIZCOCHOS

- 2 tazas de harina
- 1 cucharada de polvo de hornear
- 1 cucharadita de sal
- 1/3 de taza de manteca
- 3/4 de taza de leche

Mezcle la harina, el polvo de hornear, la sal y la manteca con un tenedor hasta formar una masa suave. Añada la leche. Ponga esta masa por cucharadas en moldes engrasados. Hornee a 450° F (horno caliente) durante 10 a 12 minutos. Se obtiene 12 bizcochos.

PANQUEQUES

- 1/3 de taza de manteca
- 2 tazas de harina
- 4 cucharaditas de polvo de hornear
- 1 cucharadita de sal
- 2 cucharadas de azúcar
- 1 huevo
- 1 1/2 taza de leche

Mezcle la harina, el polvo de hornear, la sal y el azúcar. Añada la manteca derretida, el huevo y la leche a la mezcla de la harina y revuelva hasta que se mezclen bien todos los ingredientes. Ponga por cucharadas en una sartén caliente levemente engrasada. Fría los panqueques sin voltearlos hasta que se cubran de burbujas. Una vez que se vean burbujas voltee el panqueque para que se dore el otro lado. Sírvalos ensequida. Se obtiene de 12 a 15 panqueques.

TORTA PARA CAFE

- 2 tazas de harina
- 1 cucharada de polvo de hornear
- 1 cucharadita de sal
- 1/2 taza de azúcar
- 1/2 taza de manteca
- 1 huevo
- 3/4 de taza de leche

Mezcle la harina, el polvo de hornear, la sal y el azúcar en un tazón. Añada la manteca suave y mezcle bien. Luego ponga el huevo y la leche y revuelva hasta que se mezclen bien todos los ingredientes. Ponga esta masa hasta la mitad de un molde engrasado y hornee a 400° F (horno caliente) durante 25 a 30 minutos, hasta que no queden huellas en la torta al ser tocada. Para una Torta Especial: Mezcle 1/4 de taza de azúcar blanco o moreno y 1/2 cucharadita de canela molida. Riéguese esta mezcla sobre la masa antes de poner en el horno.

MASA PARA PASTEL

- 1 taza de harina
- 1/2 cucharadita de sal
- 1/3 de taza de manteca
- Mas o menos 2 cucharadas de agua fría

Mezcle la harina, la sal y la manteca con un tenedor (hasta que la mezcla tenga la apariencia de harina de maíz o sémola.) Riegue el agua sobre la mezcla y revuelva con un tenedor hasta que la masa se pegue pero no esté humeda. Forme una bola con la masa. Ponga un poco de harina en el lugar que va a amasar y en el bolillo. Extienda la masa. Ponga la masa en un molde para pastel. Para pastel de 1 capa: Ponga cualquier relleno y hornee de acuerdo a las instrucciones del relleno a ser usado. Para capa horneada para pastel: Pinche la masa con un tenedor para que se mantenga extendida. Hornee a 425° F (horno caliente) durante 10 a 12 minutos o hasta que esté ligeramente dorada. Use para cualquier pastel que requiera la capa horneada.

Reprint of C&MS-34. Translation from English to Spanish supervised by Izola F. Williams, Associate State Leader, Home Economics.

COOPERATIVE EXTENSION WORK IN AGRICULTURE AND HOME ECONOMICS
(Acts of May 8 and June 30, 1914)
Agricultural Extension Service, University of Florida
and United States Department of Agriculture, Cooperating
M. O. Watkins, Dean

RECIPE FOR
LESSON FOUR

SOPAPILLAS

4	cups flour
1	teaspoon salt
4	teaspoon baking powder
2	tablespoons solid shortening
1½	cups water
	cooking oil for frying, as needed

Sift flour, salt and baking powder. Work solid shortening into flour until well blended. Add enough water to make a soft dough, but not sticky. Knead well; let stand ½ hour. Roll out and cut in squares. Fry in hot cooking oil and bobb so cooking oil will cover sopapilla. Remove when golden brown.

4	tazas de harina
1	cdta. de sal
4	cdtas. polvo de hornear
2	cuas. de grasa (como Crisco)
1½	taza de agua
	aceite para freír

Cierna juntos la harina, la sal y el polvo de hornear. Mezcle la grasa con la harina hasta que estén bien unidas. Agregue suficiente agua para que la masa esté suave, pero no pegajosa. Amáselo bien; déjelo reposar durante ½ hora. Extiéndala con un rodillo y córtela en cuadrados. Fría las sopapillas en aceite caliente, aplastándolas para que el aceite las cubra al freír. Retírelas cuando estén doradas.

RECIPE FOR
LESSON FOUR

BANANA NUT BREAD
PAN DE BANANA (PLATANO) CON NUECES

2 1/2	cups all-purpose flour
1	cup sugar
3 1/2	teaspoons baking powder
1	teaspoon salt
3	tablespoons salad oil
3/4	cups milk
1	egg
1	cup finely chopped nuts
1	cup mashed ripe bananas

2 1/2	tazas de harina
1	taza de azúcar
3 1/2	cditas. de polvo de hornear
1	cdita. de sal
3	cdas. de aceite
3/4	taza de leche
1	huevo
1	taza de nueces picadas
1	taza de bananas (plátanos) maduros, majados.

Heat oven to 350°. Grease and flour 9 x 5 x 3-inch loaf pan or two 8 1/2 x 4 1/2 x 2 1/2-inch loaf pans.

Measure all ingredients into large mixer bowl; beat on medium speed 1/2 minute, scraping side and bottom of bowl constantly.

Pour into pan(s). Bake 55 to 65 minutes or until wooden pick inserted in center comes out clean. Remove from pan; cool thoroughly before slicing.

Caliente el horno a 350°F. Engrase y espolvoree con harina un molde de pan de 9 x 5 x 3 pulgadas, o dos moldes de 8 1/2 x 4 1/2 x 2 1/2 pulgadas cada uno.

Vierta los ingredientes en un tazón bolo de batir grande; bátalo a madiana velocidad durante 1/2 minuto, desprendiendo la mezcla de los lados y el fondo del tazón constántemente.

Vierta la mezcla en los moldes. Hornéelo de 55 a 65 minutos, o hasta que al insertar un palillo en el centro, éste salga seco. Saque el pan del molde; déjese enfriar completamente antes de cortarse.

RECIPE FOR
LESSON FOUR

OATMEAL CHOCOLATE CHIP COOKIES
GALLETICAS DE AVENA Y CHOCOLATE

3/4	cup shortening
1	cup brown sugar (packed)
1/2	cup granulated sugar
1	egg
1/4	cup water
1	teaspoon vanilla
1	cup all-purpose flour
1	teaspoon salt
1/2	teaspoon soda
1	cup chocolate chips
1	cup chopped nuts
3	cups quick-cooking oats

Heat oven to 350°. Mix thoroughly shortening sugar, egg water and vanilla. Stir in remaining ingredients.

Drop dough by rounded teaspoonfuls 1 inch apart onto greased baking sheet. Bake 12 to 15 minutes. Immediately remove from baking sheet. Store in tightly covered container.

About 5 dozen cookies.

3/4	taza de grasa vegetal (como Crisco)
1	taza de azúcar prieta, bien apretada
1/2	taza de azucar blanca
1	huevo
1/4	taza de agua
1	cdta. de vainilla
1	taza de harina
1	cdita. de soda (Bicarbonato)
1	taza de pedacitos (chips) de chocolate
1	taza de nueces picadas
3	tazas de avena de cocción rapida

Caliente el horno a 350°F. Mezcle bien la grasa, azúcares. huevo, agua y vainilla. Añada, revolviendo, los demás ingredientes.

Vierta la mezcla por cucharaditas a 1 pulgada de distancia en una tártera engrasada. Hornéelas de 12 a 15 minutos, o hasta que casi no quede marca al tocarla con el dedo. Quítelas de la tártera inmediatamente. Guárdelas en un recipiente bien tapado.

RECIPE FOR
LESSON FOUR

SPANISH MACAROONS
TORTICAS DE MORON

1	cup sugar
1	cup Crisco
3	cups flour
1	teaspoon lemon rind

Mix the Crisco with the sugar; add flour a little at a time; add lemon rind. Mix well. Roll mixture and cut in circles or shape into macaroons with your hands. Place on cookie sheet covered with wax paper and bake at 350°F for 20 - 25 minutes. You may sprinkle with sugar before or after baking, if you wish.

1	taza azúcar blanca
1	taza de Crisco
3	tazas harina
1	cdta. ralladura de limón

Una el Crisco con el azúcar y añádale la harina poco a poco y la ralladura de limón. Cuando todo esté unido, extiéndalo con el rodillo y corte la masa en redondeles o déle forma de torticas con la mano. Colóquelas en una tártera cubierta con papel encerado y hornéelas a 350°F durante 20 o 25 minutos. Si lo desea, polvoréelas antes o después de hornearlas con un poco de azúcar.

RECIPE FOR
LESSON FOUR

ZUCCHINI BREAD
PAN DE ZUCCHINI

1	cup salad oil
3	eggs slightly beaten
2	cups sugar
2	cups grated raw zucchini
1	teaspoon salt
3	teaspoons cinnamon
1	cup chopped walnuts or pecans
2	teaspoons vanilla
3	cups all purpose flour
1	teaspoon soda
1	teaspoon baking powder

Combine oil, eggs, sugar, zucchini and vanilla in large mixing bowl. Blend well. Stir in flour, soda, baking powder, salt and cinnamon. Do Not Beat. Stir in chopped nuts. Spoon batter into two well greased 8 1/2 x 4 1/2 x 2 5/8" loaf pans. Bake at 325° for 1 1/2 hours or until done.

1	taza de aceite
3	huevos ligeramente batidos
2	tazas de azúcar
2	tazas de zucchini crudo rallado
2	cditas. de vainilla
3	tazas de harina
1	cdita. de soda (Bicarbonato)
1/4	cdita. de polvo de hornear
1	cdita de sal
3	cditas. de canela molida
1	taza de nueces o pacanas picadas

Caliente el horno a 325°. Una el aceite, huevos, azúcar, zucchini y vainilla en un tazon bolo; mézclelo bien. Añada, revolviendo, la harina, soda, polvo de hornear, sal y canela. No Bata La Mezcla. Agregue las nueces. Con una cuchara, coloque la mezcla en dos moldes de pan bien engrasados, de 8 1/2 x 4 1/2 x 2 5/8 pulgadas. Hornéelo a 325°F durante 1 1/2 hora, hasta estar hecho.

APPENDICES

LESSON FIVE

LESSON FIVE

BUYING FOOD
WORKSHEET

1. Plan a menu around the foods found in the newspaper.

2. Prepare a shopping list of the items in your menu.

3. Choose two newspaper advertisements for food stores and compare the advertised price for food items in your menu.

4. Were the prices different in each store? Explain.

5. Which store offered the best prices?

6. Did the advertising influence your food choice?

MENU:

NAME OF STORES	STORE #1	STORE #2
Food Items:		

LESSON FIVE

BUYING FOOD WORKSHEET

AL COMPRAR ALIMENTOS

(Continued)

1. Planee un menú utilizando los alimentos anunciados en el periódico.

2. Prepare una lista de los alimentos incluídos en el menú.

3. Escoja dos anuncios de mercados en el periódico y compare los precios de los comestibles en su menú.

4. Eran distinto los precios en cada mercado? Explique.

5. Que mercado ofrecía mejores precios?

6. Tuvieron influencia los anuncios en su selección de alimentos?

MENU:

NOMBRE DE LOS MERCADOS	MERCADO #1	MERCADO #2
Comestibles:		

Push The Button

3

Milk and milk products are very perishable. Proper handling will help retain their freshness and quality longer.

The statements below refer to the keeping qualities and the handling of milk products. Fill in the button which indicates what you know.

Did you know?	Yes	No	What do these clues tell you about handling milk and milk products?
Milk absorbs the odors of other foods and may develop off-flavors.	○	○	
Bacteria grow quickly in warm dairy products.	○	○	
Riboflavin is destroyed by sunlight.	○	○	
Large ice crystals form when warm air contacts ice cream during freezing.	○	○	
Moisture may cause dry milk to cake.	○	○	
Yogurt often separates even while it is fresh and safe to eat.	○	○	
Hard cheeses dry out when exposed to air.	○	○	
Cheeses with strong flavors also have strong odors.	○	○	
Natural cheese which cooks too long and becomes too hot gets rubbery and tough.	○	○	
Milk separates into a thin liquid with small lumps when cooked at high temperatures.	○	○	
When dry milk is reconstituted, it tastes similar to fluid milk.	○	○	

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APRIETE EL BOTON

PUSH THE BUTTON (Continued)

3

Le leche y sus derivados se echan a perder facilmente. Tratandolos con cuidado lograremos retener su frescura y calidad.

Abajo encontrara información en cuanto a cómo retener la calidad de los productos lácteos. Rellene el botón que indique lo que usted sabe.

Sabía Usted?	Si	No	Qué le dicen estas "pistas" sobre el manejo de la leche y sus derivados?
La leche absorbe el olor de otras comidas y puede desarrollar sabores raros.	○	○	
Las bacterias crecen rápidamente en los productos lácteos cuando están tibios.	○	○	
El sol destruye la riboflavina.	○	○	
El aire tibio hace que se formen cristales cuando se está congelando el helado.	○	○	
La humedad hace que la leche en polvo se endurezca.	○	○	
El yogurt se separa algunas veces aunque esté fresco y en buen estado.	○	○	
Los quesos duros se resecan cuando se dejan al aire.	○	○	
Los quesos de sabores fuertes también tienen olores fuertes.	○	○	
Cocinar el queso fresco mucho tiempo a mucho calor lo pone gomoso y duro.	○	○	
La leche se separa en un líquido ligero y pequeños grumos cuando se cocina a temperaturas altas.	○	○	
La leche en polvo sabe parecido a la leche fresca después de preparada.	○	○	

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RECIPE FOR
LESSON FIVE

FLAN (MILK CUSTARD)
FLAN DE LECHE

1/2	cup sugar
5	eggs
1	can condensed milk
1	cup milk
1	teaspoon vanilla

Heat the sugar in a pan until it melts. Pour this caramel in a mold. Beat the eggs, add the milk, condensed milk, and vanilla. Mix well and pour into the mold with caramel. Cover with foil and cook in pressure cooker, with 3/4 cup water, at 15 lbs. pressure, for 20 - 25 minutes.

1/2	taza azúcar blanca
5	huevos
1	lata leche condensada
1	taza de leche de vaca.
1	cdta. vainilla

Ponga al fuego la media taza de azúcar hasta que se derrita y bañe con ese caramelo un molde de flan. Bata los huevos, claras y yemas, y añádales la leche condensada, la de vaca y la vainilla. Unalo todo bien y póngalo en el molde acaramelado. En una olla de presión cocínelo a 15 libras de presión con tres cuartos taza de agua durante 20 o 25 minutos.

RECIPE FOR
LESSON FIVE

GRILLED CHEESE SANDWICH
SANDWICH DE QUESO DERRETIDO

1 slice process cheese
2 slices bread
1 tablespoon butter or margarine

Put a slice of cheese between 2 slices of bread. Melt the butter in a skillet over low heat. Toast sandwich in butter until it is lightly browned. Flip the sandwich over with the pancaks turner. Toast the sandwich until the second side is as brown as the top. Cut the sandwich in half.

1 lasca de queso procesado
2 lascas de pan
1 cda. de mantequilla or margarina

Ponga una lasca de queso entre 2 lascas de pan. Derrita la mantequilla en una sartén a bajo fuego. Tueste el sandwich en la mantequilla hasta que este dorado. Vire el sandwich con una espátula y tuéstelo hasta que el otro lado este dorado también. Corte el sandwich a la mitad.

RECIPE FOR
LESSON FIVE

VANILLA ICE CREAM (NO COOKING)
HELADO DE VAINILLA (SIN COCINAR)

4	eggs
1	cup sugar
2	tablespoons vanilla
2	cans condensed milk
1½	quarts dairy milk (approximately)
½	pint whipping cream

Combine eggs, cream, sugar, and vanilla in bowl and mix thoroughly with mixer. Pour into can, add condensed milk and stir well. Add dairy milk to fill line on can and stir. Makes 4 quarts.

4	huevos
1	taza de azúcar
2	cdas. de vainilla
2	latas de leche condensada
1½	litros de leche (apróximadamente)
½	pinta de crema de batir

Combine los huevos, la crema, el azúcar y la vainilla en un tazón bolo y únalos bien con la mezcladora. Viértalo en la lata, añada la leche condensada y mézclelo bien. Agregue suficiente leche hasta llegar a la línea de medida en la lata y revuelva. Rinde 4 litros.

RECIPE FOR
LESSON FIVE

GOLDEN CHEESE SPREAD
PASTA DE QUESO DORADA

2	cups shredded Cheddar cheese
1	package (3 ounces) cream cheese, softened
1/4	cup mayonnaise
1/2	teaspoon Worcestershire sauce
1/8	teaspoon each onion salt, garlic salt, and celery salt

Stir together all ingredients until well mixed.
About 1 1/2 cups.

2	tazas de queso amarillo (Chédar) rallado
1	paquete de 3 onzas de queso crema, suavizado
1/4	taza de mayonesa
1/2	cdita. de salsa inglesa (Worcestershire)
1/8	cdita. de cada una: sal de cebolla, sal de ajo, sal de apio.

Mezcle todos los ingredientes revolviendo hasta unirlos bien. Rinde 1 1/2 taza.

RECIPE FOR
LESSON FIVE

CREAMY POTATO SOUP
SOPA DE CREMA DE PAPA

2	tablespoons butter or margarine
2	tablespoons finely chopped onion
1 1/2	teaspoons salt
1/4	teaspoon celery salt
1/8	teaspoon pepper
3 1/2	cups milk
1 1/3	cups instant mashed potato puffs (dry)

Heat butter, onion, salt, celery salt, pepper and milk to scalding. Stir in potato puffs; continue cooking until smooth, stirring constantly. (Soup should be consistency of heavy cream.) If desired, garnish each serving with paprika and parsley.
4 servings (1 cup each).

2	cdas. de mantequilla o margarina
2	cdas. de cebolla picadita
1 1/2	cdita. de sal
1/4	cdita. de sal de apio
1/8	cdita. de pimienta
3 1/2	tazas de leche
1 1/3	taza de puré de papas instantáneo (seco)

Caliente la mantequilla, cebolla, sal, sal de apio, pimienta y leche hasta que esté casi al hervir. Añada la papa, mezclando bien; siga cocinando hasta que esté suave, revolviendo constántemente. (La sopa debe tener la consistencia de crema espesa). Puede adornarse con paprika y perejil, al servir cada porción. Rinde 4 porciones de 1 taza.

APPENDICES

LESSON SIX

LESSON SIX

DISCUSSION QUESTION SHEET
THE CHANGING FORTIES

Explain the relationship between good nutrition and a healthy middle age.
Explique la relación que existe entre la buena nutrición y una mediana edad saludable.

List some of the food and nutrition decisions which confront adults in their middle years.
Enumere algunas de las decisiones en cuanto a comidas y nutrición que los adultos confrontan en la mediana edad.

What are some factors that influence food habits during the middle age years?
Cuáles son algunos factores que tienen influencia en los hábitos alimenticios durante los años de la mediana edad?

LESSON SIX

DISCUSSION QUESTION SHEET
THE TEENAGER VS. NUTRITION

1. How would a teenage mother's eating habits influence her baby before and after birth?
   De que modo tendrían influencia los hábitos alimenticios de la madre adolescente sobre su bebé antes y después de nacido?

2. What is a fad diet?
   Qué es una dieta "de moda"?

3. What are some of the reasons teenagers don't eat as well as they should?
   Cuáles son algunas de las razones por las cuales los adolescentes no comen debídamente?

RECIPE FOR
LESSON SIX

FRIED EGGPLANT
FRITURAS DE BERENJENA

3/4	cup flour
1 1/2	teaspoons baking powder
1/4	teaspoon salt
1/8	teaspoon pepper
1	egg
1/2	cup milk
2	eggplants, peeled

Sift flour with salt and pepper. Beat egg with milk. Add to dry ingredients. Mix well.

Cut 2 peeled eggplants in small chunks. Dip in basic batter and fry in hot oil (375 F) until golden.

3/4	taza de harina
1 1/2	cdita. de polvo de hornear
1/4	cdita. de sal
1/8	cdita. de pimienta
1	huevo
1/2	taza de leche
2	berenjenas peladas

Cierna la harina con el polvo de hornear, sal y pimienta. Bata el huevo con la leche. Añádalo a los ingredientes secos y revuélvalo todo bien.

Pique 2 berenjenas peladas en trocitos. Páselos por la mezcla basica y fríalos en aceite caliente (375 F) hasta que estén dorados.

RECIPE FOR LESSON SIX

LEMON PUDDING CHEESECAKE
BIZCOCHO DE QUESO y PUDIN DE LIMON

1	8 oz. package cream cheese
2	cups milk
1	Package lemon instant pudding mix
1	teaspoon grated lemon rind
1/4	cup crushed Graham crackers

Soften the cream cheese. Blend with 1/2 cup of milk. Add 1 1/2 cups milk, 1 package lemon instant pudding mix (do not cook), and 1 teaspoon grated lemon rind.

Beat slowly with egg beater just until well mixed, about 1 minute. (Do not overbeat.)

Pour at once into an 8-inch piecrust.

Sprinkle 1/4 cups fine graham cracker crumbs over the top.

Chill at least 1 hour before serving.

Note: At serving time, this may be topped with sweetened fruit.

1	queso crema de 8 oz.
2	tazas de leche
1	paquete de pudín de limón instantáneo
1	cdita. de ralladura de limón
1/4	taza de galletas Graham trituradas

Ablande el queso crema, mézclelo con 1/2 taza de leche. Agregue 1 1/2 taza de leche, el pudín y 1 cdita. de ralladura de limón.

Bata la mezcla con una batidora de huevo hasta todo estar bien unido; alrededor de un minuto. (No lo bata demasiado.)

Viértalo en un molde de 8" con cubierta de pastel.

Cúbrase con la 1/4 taza de galletas trituradas.

Déjese enfriar en el refrigerador durante una hora por lo menos.

Nota: Puede servirse con dulce de frutas por encima.

RECIPE FOR
LESSON SIX

SPINACH CASSEROLE
CACEROLA DE ESPINACA

2	(15 oz. cans) spinach, drained
1	can cream of mushroom soup
1	cup cheddar cheese, grated
2	eggs, well beaten
1	cup mayonnaise
1	small onion, grated
	salt & pepper to taste
1	cup of crushed Ritz crackers

Mix all ingredients and pour in a buttered casserole pan. Top with crackers and Parmesan cheese and cover. Bake 45 minutes at 350 degrees F.

2	latas de 15 oz. de espinaca (escurridas)
1	lata de sopa de setas a la crema
1	taza de queso chédar rallado
2	huevos bien batidos
1	taza de mayonesa
1	cebolla pequeña, rallada
	sal y pimienta a gusto
1	taza de galletas Ritz trituradas

Mexcle los ingredientes uno a uno (excepto la galleta y el queso) y viértalos en un recipiente engrasado. Cúbralo con la galleta y queso rallado. Cocínese al horno a 350 F durante 45 minutos.

RECIPE FOR
LESSON SIX

GREEN BEAN CASSEROLE
CACEROLA DE HABICHUELAS VERDES

2	cans French style green beans
1	can cream of mushroom soup
1	can French fried onion rings
1	cup slivered almonds (optional)

Pour drained beans and soup in baking dish. Mix in almonds. Bake at 350 degrees F. for 15 minutes. Arrange onions over top and bake 15 minutes longer.

2	latas de habichuelas verdes cortadas a la Francesa
1	lata de sopa de setas a la crema
1	lata de anillos de cebolla fritos a la Francesa
1	taza de almendras lasqueadas (opcional).

Escurra las habichuelas verdes y viértalas en un recipiente de hornear; añada la sopa y las almendras. Mézclelo y cocínelo al horno a 350 F. durante 15 minutos. Coloque los anillos de cebolla sobre la mezcla y hornéelo por 15 minutos más.

RECIPE FOR LESSON SIX

LASAGNE
LASAGNA

1	pound ground beef
6	ounces ground lean pork
3/4	cup chopped onion
1	clove garlic, minced
1	can (1 pound) tomatoes
1	can (15 ounces) tomato sauce
2	tablespoons parsley flakes
2	tablespoons sugar
1	teaspoon salt
1	teaspoon basil leaves
3	cups creamed cottage cheese
1/2	cup grated Parmesan cheese
1	tablespoon parsley flakes
1 1/2	teaspoons salt
1	teaspoon oregano leaves
1	package (8 ounces) lasagne noodles, cooked and well drained
3/4	pound mozzarella cheese, shredded
1/2	cup grated Parmesan cheese

1	lb. de carne de res molida
6	oz. de carne de puerco molida
3/4	taza de cebolla picada
1	diente de ajo picadito
1	lata (1 lb.) de tomates
1	lata (15 oz.) de salsa de tomate
2	cdas. de perejil picado
2	cdas. azúcar
1	cdita. de sal
1	hoja de laurel
3	tazas de requesón (cottage cheese)
1/2	taza de queso Parmesano rallado
1	cda. de perejil picado
1 1/2	cdita. de sal
1	cdita. de orégano
1	paquete de 8 oz. de pasta tipo lasagna, cocinada y bien escurrida
3/4	lb. de queso mozzarella, desmenuzado
1/2	taza de queso Parmesano rallado

LESSON SIX
LASAGNE
(Continued)

Cook and stir ground beef, ground pork, onion and garlic in large saucepan or Dutch oven until meat is brown and onion is tender. Drain off all fat.

Add tomatoes and break up with fork. Stir in tomato sauce, 2 tablespoons parsley flakes, the sugar, 1 teaspoon salt and the basil. Heat to boiling, stirring occasionally. Reduce heat; simmer uncovered 1 hour or until mixture is the consistency of spaghetti sauce.

Heat oven to 350 degrees. Mix cottage cheese, 1/2 cup Parmesan cheese, 1 tablespoon parsley flakes, 1 1/2 teaspoons salt and the oregano. Reserve 1/2 cup meat sauce for thin top layer.

In ungreased baking pan, 13x9x2 inches, layer 1/4 each of the noodles, remaining meat sauce, the mozzarella cheese and cottage cheese mixture; repeat 3 times.

Cocine, mientras revuelve, la carne de res, puerco, la cebolla, y el ajo en una sartén grande o cacerola llana hasta que la carne esté dorada y la cebolla esté tierna. Escurra toda la grasa.

Agregue los tomates, desbaratándolos con un tenedor. Añada la salsa de tomate, 2 cucharadas de perejil picado, el azúcar, 1 cucharadita de sal y la hoja de laurel, revolviendo. Caliéntese hasta que rompa a hervir, revolviendo de vez en cuando. Baje la candela; cocínese descubierto a fuego lento durante 1 hora, o hasta que tenga la

LESSON SIX
LASAGNE
(Continued)

Spread reserved meat sauce over top; sprinkle with 1/2 cup Parmesan cheese. (If desired, lasagne can be covered and refrigerated several hours at this point.)

Bake uncovered 45 minutes. (Allow an additional 10 to 15 minutes if lasagne has been refrigerated.) For easier cutting, let stand 15 minutes after removing from oven.

12 SERVINGS (3-inch square per serving.

consistencia de salsa de spaguetti.

Caliente el horno a 350 F. mezcle el requesón (cottage cheese), 1/2 taza de queso Parmesano, 1 cucharada de perejil picado, 1 1/2 cucharadita de sal y el orégano. Reserve 1/2 taza de la salsa de carne para poner por encima.

En un molde de hornear de 13x9x2 pulgadas, ponga las camadas de lasagna alternando con capas de salsa, queso mozzarella y la mezcla del requesón. Repita esta operación tres veces. Cúbralo con la 1/2 taza de salsa de carne y la 1/2 taza de queso Parmesano al final. (Si se desea, la lasagna se puede guardar cubierta durante varias horas en el refrigerador, en este punto.)

Hornéela descubierta durante 45 minutos. (Si se há refrigerado, cocínela unos 10 o 15 minutos más.) Déjese reposar 15 minutos después de sacarla del horno antes de cortarla.

RINDE 12 RACIONES de 3 pulgadas.

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